

Northwest Independent School District

District Improvement Plan

2018-2019 Board Report



Board Approval Date: September 10, 2018
Public Presentation Date: August 27, 2018

Mission Statement

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	7
District Processes & Programs	13
Perceptions	16
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	21
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	31
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family. .	35
Plan Notes	39
Addendums	40

Comprehensive Needs Assessment

Needs Assessment Overview

Northwest ISD's annual development of a District Improvement Plan helps maintain the direction of the district as we empower learners and leaders to positively impact the world. The 2018-2019 District Improvement Plan is an extension of the district's Strategic Framework. As part of our strategic initiative, the emphasis in developing the District Improvement Plan was again placed on focusing on identified imperatives for the coming school year, with objectives for the daily operation of the district to be included in Department Action Plans.

NISD Superintendent Dr. Ryder Warren guided district administrators in an end-of-year planning and goal setting session on June 14, 2018. The discussion of our challenges and the identification of our imperatives for the 2018-2019 school year helped to complete the district's needs assessment. It unified departments' understanding of the critical areas of need and provided the foundation for the development of the Northwest ISD 2018-2019 District Improvement Plan.

Demographics

Demographics Summary

Northwest Independent School District has a vision to empower learners and leaders to positively impact the world. The district is uniquely situated in the northwest corridor of the Dallas-Fort Worth metroplex. At 234 square miles, Northwest ISD is one of the largest school districts in the area and spans three counties (Tarrant, Denton, and Wise) and more than 14 municipalities.

Northwest ISD is among the top ten fastest growing school districts in Texas. In the past decade, student enrollment has increased from just over 11,500 students to more than 24,280 in 2018-2019. District growth projections indicate that enrollment could exceed 37,200 students by 2028.

Northwest ISD is a unique district. It is the common thread that connects more than 14 communities – an extremely diverse makeup that ranges from small rural communities to a thriving metropolis.

With the growth, the ethnicity of the student population is becoming more diverse with 63.45% White, 21.28% Hispanic, 8.22% African-American, and 4.01% Asian. The percentage of economically disadvantaged students slightly increased in 2017-2018 at 18.85%, as well as the percentage of ESL students at 4.61%. [Data Source: 2017-2018 Fall PEIMS Data Collection]

Northwest ISD's staff is becoming more diverse, with 87.7% White, 7.5% Hispanic, 2.5% African-American, and .7% Asian. [Data Source: 2017-2018 Fall PEIMS Data Collection]

The district successfully attracts and retains experienced teachers. Following is the percentage of Northwest ISD's teachers by years of experience [Data Source: 2016-2017 Texas Academic Performance Report District Profile]:

Beginning Teachers	4.1%
1-5 Years Experience	28.3%
6-10 Years Experience	25.9%
11-20 Years Experience	31.6%
Over 20 Years Experience	10.0%

Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.

- Effective planning by staff and the community to meet the physical and programming needs of the district.
- Effective communications with the community of growth needs resulting in successful bond programs to fund facilities.
- North Texas has a strong, growing economy.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Stakeholder Engagement: We aspire to engage all stakeholders in the transformational work of the district, but community education, engagement, and communication is difficult across our large, fast-growth district. **Root Cause:** The education and opportunities available to students are very different from when today's adults attended school. Without an understanding of philosophical changes in education and the additional opportunities available, stakeholders remain unaware and/or unengaged.

Student Academic Achievement

Student Academic Achievement Summary

After reviewing the data from the 2016-2017 school year, three-year trend data for advanced academics at the high school, early literacy data, as well as STAAR and EOC assessment data, the following needs were identified:

- Early literacy assessment data from End of Year DRA2 in grades K-3 shows an achievement gap between demographic groups as well as by campus.
- Advanced Placement data indicates that gains have been made in the area of participation and performance. However, a continued emphasis in this area will remain including additional support systems highlighted as strategies in the DIP.
- Enhanced curriculum and instruction with an emphasis on rigorous and more authentic learning experiences for all students.

All data listed above can be found in the Student Achievement summary, and the activities in the DIP are designed to specifically address district needs.

Early Literacy Data - DRA End of Year Data:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kinder	95%	85%	91%	85%	88%
1st Grade	80%	83%	80%	81%	83%
2nd Grade	81%	79%	82%	79%	84%
3rd Grade	79%	81%	81%	80%	82%

Year's Growth in Reading (K – 3th Grades)

	Kindergarten	1 st Grade	2 nd Grade
2016-2017	81%	89%	83%
2017-2018	86%	91%	89%

Advanced Academics:

High School End of Year Progress

Advanced Academics Enrollment at HS - as of May 2018 (unique student count)								
Grade	PAP	AP	DC	PAP-AP-DC	Pop	% Advanced Academics		
						2017-2018	2016-2017	2015-2016
09	1296	420	21	1298	1763	74%	72%	69%
10	1104	649	22	1136	1672	68%	69%	68%
11	782	869	264	1093	1640	67%	63%	57%
12	152	799	132	855	1424	60%	61%	62%
Total	3334	2737	439	2871	6499	67%	67%	64%

Middle School End of Year Progress

Current Advanced Academics Enrollment at MS - as of May 2018 (unique student count)				
Grade	PAP	Pop	% PAP	
			2017-2018	2016-2017
06	1400	1815	77%	78%
07	1353	1756	77%	78%
08	1502	1777	84%	76%
Total	4255	5348	80%	77%

Dual Credit Enrollment and Completion Rates

Dual Credit Performance				
	# of Students	# of Credit Hours	# Completed	% Completed
Fall 2016	142	166	165	99.4%
Spring 2017	133	170	163	95.8%
Fall 2017	TBD	TBD	TBD	TBD
Spring 2018	TBD	TBD	TBD	TBD

On-Ramps Enrollment and Completion Rates

OnRamps Credit Performance				
	# of Students	# of Credit Hours	# Completed	% Complete
Fall 2016	490	551	542	98.4%
Spring 2017	479	536	532	99.3%
Fall 2017	453	TBD	TBD	TBD
Spring 2018	500	TBD	TBD	TBD

CTE Completion Rates:

	Campus Enrollment	CTE Enrollment	% of Program Completers (2)	Individual Students(2)	% of Campus participation in CTE
NHS	1756	1292	48%	621	74%
BNHS	2508	1758	34%	599	70%
EHS	2190	1562	32%	503	71%
SAHS	150	137	32%	44	91%
District	6604	4749	37%	1767	72%

Advanced Placement Progress:

Northwest Independent School District (D201755)								
Total AP Students in Your District: 2,300								
District Totals for this View	5	4	3	2	1	Total 3+	Total Exams	Percent 3+
Number of Exams	343	803	1,371	1,430	807	2,517	4,754	52.94%
Percentage of Total Exams	7	17	29	30	17	53	100.	53.00%
Number of AP Students	240	594	985	1,074	626	1,819		
Subject Totals	5	4	3	2	1	12	Total Exams	
Research		1	6	4	1	7	12	58.33%
Seminar	1		10	4		11	15	73.33%
Music Theory	2	4	8	8		14	22	63.64%
Studio Art: 2-D Design Portfolio		5	16	2	3	21	26	80.77%
Studio Art: 3-D Design Portfolio			5	3		5	8	62.50%
Studio Art: Drawing Portfolio	3	5	10	5		18	23	78.26%
English Language and Composition	47	110	199	136	24	356	516	68.99%
English Literature and Composition	13	49	127	167	29	189	385	49.09%
European History	9	9	13	12	4	31	47	65.96%
Human Geography	30	91	103	90	76	224	390	57.44%
Macroeconomics	11	53	59	75	157	123	355	34.65%
Microeconomics	1					1	1	100.00%
Psychology	37	51	30	23	16	118	157	75.16%
United States Government and Politics	20	29	101	132	119	150	401	37.41%
United States History	30	76	110	119	79	216	414	52.17%
World History	24	74	163	192	56	261	509	51.28%
Calculus AB	18	34	46	47	18	98	163	60.12%
Calculus BC	17	20	31	18	2	68	88	77.27%
Computer Science A	6	12	15	4	8	33	45	73.33%
Computer Science Principles	2	6	21	15	5	29	49	59.18%
Statistics	4	10	30	27	24	44	95	46.32%
Biology	6	31	85	97	19	122	238	51.26%

Chemistry		11	31	29	9	42	80	52.50%
Environmental Science	9	46	36	84	52	91	227	40.09%
Physics 1	1	11	41	87	94	53	234	22.65%
Physics C: Electricity and Magnetism		4	4	1	4	8	13	61.54%
Physics C: Mechanics	9	15	20	21	8	44	73	60.27%
French Language and Culture	2	3	4	2		9	11	81.82%
German Language and Culture	3	1	2	2		6	8	75.00%
Spanish Language and Culture	38	42	45	24		125	149	83.89%

Student Academic Achievement Strengths

Although Northwest ISD is not in favor of the state's A-F rating system, we are pleased to have received an 'A' rating.

A - F Accountability System:

Campus	OVERALL		Domain I Student Achievement		Domain II - A Academic Growth	
	Grade/Rating	Score	Grade/Rating	Score	Grade/Rating	Score
Northwest ISD	A	91	A	90	B	85
Beck	Met Standard	95	Met Standard	93	Met Standard	83
Cox	Met Standard	87	Met Standard	92	Met Standard	74
Haslet	Met Standard	93	Met Standard	91	Met Standard	90
Hatfield	Met Standard	82	Met Standard	80	Met Standard	83
Hughes	Met Standard	80	Met Standard	78	Met Standard	77
Granger	Met Standard	94	Met Standard	92	Met Standard	85
Justin	Met Standard	91	Met Standard	83	Met Standard	89
Lakeview	Met Standard	91	Met Standard	92	Met Standard	83
Love	Met Standard	83	Met Standard	77	Met Standard	85
Nance	Met Standard	72	Met Standard	74	Met Standard	60
Peterson	Met Standard	82	Met Standard	83	Met Standard	74
Prairie View	Met Standard	73	Met Standard	74	Met Standard	69
Roanoke	Met Standard	91	Met Standard	89	Met Standard	86
Thompson	Met Standard	77	Met Standard	73	Met Standard	77

Schluter	Met Standard	85	Met Standard	89	Met Standard	74
Sendera Ranch	Met Standard	81	Met Standard	82	Met Standard	83
Seven Hills	Met Standard	76	Met Standard	72	Met Standard	77
Chisholm Trail	Met Standard	85	Met Standard	85	Met Standard	75
Medlin	Met Standard	93	Met Standard	93	Met Standard	84
Pike	Met Standard	84	Met Standard	85	Met Standard	77
Tidwell	Met Standard	92	Met Standard	90	Met Standard	81
Wilson	Met Standard	89	Met Standard	90	Met Standard	75
Byron Nelson	Met Standard	90	Met Standard	92	Met Standard	82
Eaton	Met Standard	89	Met Standard	91	Met Standard	78
Northwest	Met Standard	83	Met Standard	85	Met Standard	79
Steele	Met Standard	96	Met Standard	96	Met Standard	91

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading: Not all NISD students are reading on grade level. **Root Cause:** Students have a variety of exposure and background at the early grades to literacy which may lead to an achievement gap. In addition, lack of fidelity in implementation of the curriculum and inconsistent expectations may contribute to an achievement gap in literacy as well.

Problem Statement 2: Literacy: Some students are not reading and writing on level in all content areas. **Root Cause:** Based on the Spring 2018 curriculum audit as well local observations via walk-throughs and student work, it has been determined that reading and writing across the curriculum should be a point of emphasis. Students must apply reading and writing skills in all subject areas on a consistent and high-level basis.

Problem Statement 3: PBMAS Emphasis: Despite some gains in academic success, achievement gaps still exist within Performance Based Monitoring Analysis System (PBMAS) subgroups. **Root Cause:** Special populations of students identified in PBMAS such as ELL and SPED have been underrepresented in PAP, AP, and Career Academies which may signal a need for increased expectations as well as differentiated professional development for teachers in order to meet the needs of all student groups.

Problem Statement 4: College, Career, and Life Readiness: We aspire to provide personalized learning for all students, but do not have a developed plan to set expectations or begin implementation. **Root Cause:** There are some student groups that are under-represented in courses geared toward college and career readiness, and there needs to be more training of teachers, students, and parents of the opportunities that will allow all students to participate and excel at their personal passion.

Problem Statement 5: Masters Grade Level Performance: We aspire for students to reach the Masters Grade Level distinction, but lack specific target goals for each STAAR/EOC assessment. **Root Cause:** NISD students continue to thrive on the STAAR assessments; however, a review of the Spring 2018 curriculum audit points to the need to increase the level of tasks in some grade levels, content areas, and campuses in order to ensure that each student is being challenged to meet his/her greatest academic potential.

District Processes & Programs

District Processes & Programs Summary

Grounded in our Core Beliefs, Vision, Mission, and Strategic Goals, Northwest ISD works to efficiently and effectively operate the school district. The budget is instructionally driven, guided by the Strategic Framework, and evolves as the district's monetary needs change. Due to the state's current school finance system and the impact of rapid student growth, the district's financial stability must be carefully evaluated.

Annual reviews of district organizational structures allow the district to modify, adjust, and realign responsibilities and procedures with an eye to future enrollment growth and district-wide program and student needs. The district works to meet the expectations of students, parents, and community members, including the ability to build capacity in staff.

Financial Services

- The district will ensure an instructionally-driven budget process aligned with the Strategic Framework.
- The district will research the necessity for a Tax Ratification Election (TRE) during the 2018-2019 school year. If an election is called, Northwest ISD will be successful in passing the TRE, ensuring financial stability for the 2019 - 2020 school year and beyond.
- The district will implement efficient financial and purchasing systems to include training, procedure development, monitoring, and reporting.

Human Resources

Northwest ISD's rapidly increasing student population requires a larger number of staff members each year. The district is located in an affluent geographic region with a competitive labor market. Other employers, both school districts and private sector, are competing for quality staff.

- Each new teacher is assigned a mentor teacher to support them in their first two years to the teaching profession. The purpose is to provide additional guidance and retain our new teachers in NISD. The program provides a stipend of \$750/year for mentor teachers and \$500-\$1,000/year for mentor teacher coordinators.
- Absences are managed through the Frontline AESOP system, and we hold a minimum of five orientations per school year to onboard new guest educators. We have an average of 600 guest educators in our pool.

Safety and Security

Northwest ISD believes that when working together, we help maintain a safe and positive school environment for every child. To accomplish this, we administer programs and procedures to ensure that our schools, students, teachers, and staff are safe. These include:

- Process for ID badging of all employees and students, as well as contracted service providers (cafeteria, bus, custodial, etc.).
- Visitor check-in software for all visitors while on district property.
- Emergency operations plans and procedures.
- School resource officer program, which includes 2 SROs at each high school campus and 1 SRO at every middle school campus. Coverage for elementary schools is also provided by the same SROs at the secondary campuses.
- Security guard program, which includes 2 security guards at each high school.
- Campus Crime Stoppers program.
- Safety drills requiring a minimum of 23 drills to be conducted throughout the school year. Drills include, but are not limited to fire drills, lockdown drills, evacuation drills, shelter-in-place drills, etc.
- For each campus: facility security measures, updated employee emergency call lists, an inventory of emergency supplies and equipment, and an emergency response team with identified duties.

Outsourced Services

Northwest ISD partners with outsourced operations vendors to enhance a positive learning environment and foster student and community pride. Included are student transportation services, food services, janitorial services, and lawn care.

District Processes & Programs Strengths

- Northwest ISD has positioned itself as a "destination district," a school district where educators seek to work and build their career. This commitment and reputation helps the district recruit talented and driven educators.
- District leaders continually look for ways to improve district operations, increasing efficiency and effectiveness.
- Outsourced operations are used to improve district operations and adjustments are made, such as the change in the transportation provider, to improve student experiences and support student learning.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: New Teacher Mentors: On the new teacher survey completed at the end of the 2017-2018 school year with 107 responses, only 63% of new teachers reported they had met with their mentor at least once a month. More than 10% reported they had never met with their mentor the entire school year. **Root Cause:** Need for more clear expectations and an accountability system for mentor coordinators and mentor teachers.

Problem Statement 2: Fill Rate: The fill rate for the 2017-2018 school year was 88%, leaving many of our classrooms without a guest educator when their teacher was absent. **Root Cause:** An optimal pool size is three guest educators to every teacher. Not every guest educator is actively working and accepting positions. Due to the size of our district, there are campuses on the west side of NISD that have lower fill rates. Campus contacts need additional training to increase their fill rates.

Problem Statement 3: Financial Sustainability: Northwest ISD's current budget cannot be sustained due to the implications of being a fast-growth school district, loss of revenue as a Chapter 41 school district, and loss of funds from the state (ASATR). **Root Cause:** The current Texas school finance system is unable to properly fund public schools equitably and equally at a standard that meets the needs of students and our community's expectations.

Problem Statement 4: School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. **Root Cause:** As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.

Perceptions

Perceptions Summary

The Northwest Independent School District is embracing the new Strategic Framework approved in 2018 as we work to empower learners and leaders to positively impact the world. Recognized internally and externally, we have a known Core Belief of putting kids first. As was realized and confirmed during the 2018 Strategic Summit, past efforts by the NISD Board of Trustees and staff to develop the district's reputation as the best and most sought-after school district have been successful.

NISD makes extraordinary efforts to involve all stakeholders, including students, parents, community members, teachers, staff, and representatives of local government and industry, in the planning and review of NISD programs and operations. The district is also engaged in helping shape legislative initiatives to better support public schools in Texas.

As Northwest ISD prepares for increasing student enrollment numbers, district administrators proactively work to anticipate the need and to assess the structures and procedures in order to better support schools.

Perceptions Regarding Student Attendance

While we have striven to encourage student attendance, our efforts over the last few years have not achieved the results we had hoped in comparison to comparable schools and/or school districts. Student attendance impacts student learning and success, and we identified the need to educate parents and community members in order to truly develop a community culture that believes in the importance of school attendance and is supported by all stakeholders.

Perceptions Strengths

Northwest ISD continues to maintain an excellent public reputation, attracting even more families to the district.

The 2016-2017 Northwest ISD survey for parents and guardians revealed positive perceptions about the district and its schools, according to the results from roughly 2,600 respondents. Parents report their children's schools are positive, welcoming and safe, while students are excited to go to school and participate in school activities. Additionally, if their children have a problem, parents said they have individuals at the school they can contact to discuss the matter. These results are consistent for the past seven years.

Highlights from the survey included:

- 94 percent feel welcome at their child's school
- 95 percent agree their child feels safe at school
- 98 percent believe their child's school is clean and well-maintained
- 91 percent feel their child receives instruction preparing them for the next level of education

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student Attendance: Student attendance rates are not comparable to schools and/or school districts of similar make-up. Our community does not fully support a culture of student attendance. **Root Cause:** Some parents and community members do not understand or believe in the importance of attendance.

Problem Statement 2: Collective Efficacy: To produce the results we desire, we need to continue building collective efficacy among our leadership and staff to deepen learning for all students, increase students achieving Masters Grade Level, and to close achievement gaps.

Problem Statement 3: Student Safety: Teachers and campus staff are the first line of defense in suspecting and reporting inappropriate relationships between students and adults, but some are unsure of the signs of abuse or the procedures for reporting it. **Root Cause:** Some teachers and staff are unaware of signs and steps to protect children from inappropriate relationships.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.





Performance Objective 1: PreK - 12 Grade Literacy: NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

Evaluation Data Source(s) 1: Measures may include:
 PreK - EOY Kinder Readiness Assessment
 % of students in K-2 Reading and Writing on grade level
 3-8 STAAR reading; passing level
 4 & 7 STAAR writing
 English EOC 1 & 2 passing level
 Advanced Placement Course Performance (AP and Dual Credit)

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Implement updated Foundational Phonics training and lessons.	Ex. Director of Curriculum and Staff Development Feedback from training, observation of training, classroom observations	Impacts all students. Improved reading achievement at the elementary level initially and all grade levels in the future.				
Problem Statements: Student Academic Achievement 1, 2, 5						

<p>2) Provide Lexia training for K-5 teachers on the resource and supplemental supports.</p>	<p>Elem. ELA Coordinator; Asst. Supt. of Curriculum and Instruction. Lexia usage and progress reports, data meetings with Lexia rep; BOY reports; Lexia reports provide specific information on skills students have and/or need.</p>	<p>Initially impacts K-5 students. Close achievement gaps for all learners. Provide individual information for student, teacher, and parent on reading skills and progress.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2</p>						
<p>3) Implement Lucy Caulkins curriculum and training in grades K-4.</p>	<p>Ex. Director of Curriculum and Staff Development Walk-throughs Feedback from teachers and administrators</p>	<p>Initially impacts K-4 students.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3</p>						
<p>4) Secondary - Literacy Across the Curriculum</p> <p>Training and implementation: * Math reading and writing prompts embedded in the curriculum; * Social studies teachers trained in 4 literacy strategies (metacognitive markers, close reading, collaborative reading, and hexagonal thinking); * Science curriculum resources labeled with reading, critical writing, and vocabulary opportunities; use of Free Response Questions that require deeper thinking * CTE course requirements include embedded reading and writing samples</p>	<p>Exec. Director of Curriculum and Staff Development</p>	<p>Impacts secondary students.</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
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Problem Statement 5: Masters Grade Level Performance: We aspire for students to reach the Masters Grade Level distinction, but lack specific target goals for each STAAR/EOC assessment. Root Cause 5: NISD students continue to thrive on the STAAR assessments; however, a review of the Spring 2018 curriculum audit points to the need to increase the level of tasks in some grade levels, content areas, and campuses in order to ensure that each student is being challenged to meet his/her greatest academic potential.

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.





Performance Objective 2: Masters Grade Level Performance: NISD will increase student performance for each STAAR/EOC assessment by 10%, placing an emphasis on students reaching the Masters Grade Level distinction.

Evaluation Data Source(s) 2: STAAR (3-8) and End of Course Exams (Eng. 1 & 2; Algebra; Biology; US History)

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Differentiate the delivery method (multi-campus; on-line as needed) for students opting to test above grade level in mathematics. An increasing number of students are opting to test above grade level in mathematics. NISD will be able to meet the needs of these high-achieving students through differentiation.	Asst. Supt. of Curriculum and Instruction	Impacts students opting to test above grade level in mathematics. High % of students meeting the mastery level of mathematics.				
	Progress monitor throughout the school year via grades, CBA data, and student, parent, and teacher feedback.					
Problem Statements: Student Academic Achievement 4, 5						
2) ELA grades 3-5, will focus attentions on strengthening teachers' pedagogy of writing instruction, which will positively influence reading. This will be done through PD and support around the Units of Study.	Ex. Director of Curriculum and Staff Development	Initially impacts students grades 3-5. Improved student achievement.				
	Walk throughs CBA data					
Problem Statements: Student Academic Achievement 2, 5						

<p>3) Create an AP District Leadership Team made up of teachers, parents, students, and administrators.</p> <p>The purpose is to bring stakeholders together with the intent of enhancing our system of advanced placement programs in NISD by identifying strengths and weaknesses in participation and performance.</p>	<p>Advance Academics Coordinator</p> <p>Committee work will produce needed recommendations and next steps for the AP Program.</p>	<p>Impacts AP students.</p> <p>Improved AP curriculum and AP scores.</p>				
<p>Problem Statements: Student Academic Achievement 4, 5</p>						
<p>4) All NISD Curriculum Writers, Content Coordinators, and Instructional Coaches trained in Depth and Complexity with the intent of embedding intentional strategies into the curriculum.</p>	<p>Ex. Director of Curriculum and Staff Development</p> <p>Embedded ideas and strategies will be used and feedback and results gathered at District PLC and through district assessment data</p>	<p>Impacts all students.</p> <p>An increase in students achieving at the Masters Grade Level by consistently meeting the expectations of higher level work.</p>				
<p>Problem Statements: Student Academic Achievement 4, 5</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 2: Literacy: Some students are not reading and writing on level in all content areas. Root Cause 2: Based on the Spring 2018 curriculum audit as well local observations via walk-throughs and student work, it has been determined that reading and writing across the curriculum should be a point of emphasis. Students must apply reading and writing skills in all subject areas on a consistent and high-level basis.</p>
<p>Problem Statement 4: College, Career, and Life Readiness: We aspire to provide personalized learning for all students, but do not have a developed plan to set expectations or begin implementation. Root Cause 4: There are some student groups that are under-represented in courses geared toward college and career readiness, and there needs to be more training of teachers, students, and parents of the opportunities that will allow all students to participate and excel at their personal passion.</p>
<p>Problem Statement 5: Masters Grade Level Performance: We aspire for students to reach the Masters Grade Level distinction, but lack specific target goals for each STAAR/EOC assessment. Root Cause 5: NISD students continue to thrive on the STAAR assessments; however, a review of the Spring 2018 curriculum audit points to the need to increase the level of tasks in some grade levels, content areas, and campuses in order to ensure that each student is being challenged to meet his/her greatest academic potential.</p>

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: College, Career, and Life Readiness: NISD will ensure that every student is achieving Exemplary CCR status (in accordance with NISD's CCR Rubric), experiencing personalized learning opportunities, and developing social-emotional skills in order to attain their definition of personal success.

Evaluation Data Source(s) 3: See Addendum for NISD's College and Career Readiness (CCR) Rubric





- AP Testing (participation and performance)
- Dual Credit (participation and performance)
- Professional Certification and Licensure
- Internship (participation and completions)
- ACT/SAT (participation and performance)
- # of student TSI met
- Identification and adoption of District SEL standards
- Participation rates in extra-curricular/co-curricular activities

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Utilize CTE Ambassadors to promote CTE programs for meetings and support of staff / counselors / administration.	Ex. Director of CTE Proud of the CTE Brand of producing truly college, career and life-ready graduates who have a real-world competitive advantage.	Impacts secondary students. Survey of Counselors / Admin about the impact of Ambassadors. Monthly CTE Team Meeting.				
Problem Statements: Student Academic Achievement 4						

<p>2) Increase Student Internships and Job Shadowing by soliciting more community partners and recruiting more students.</p>	<p>Ex. Dir. of CTE</p> <p>Students will gain a competitive advantage within their industry pathway.</p> <p>Students will gain knowledge and skills necessary to be successful in the workplace.</p>	<p>Impacts students participating in Student Internships and Job Shadowing.</p> <p>Monthly reviews with students, teachers, and workplace instructional leaders.</p>				
<p>Problem Statements: Student Academic Achievement 4</p>						
<p>3) Host community events that inform and build trust in CTE programs and NISD.</p>	<p>Ex. Dir. of CTE</p>	<p>Impacts all students.</p> <p>Impacts all NISD community members including parents, business, and industry.</p>				
<p>Problem Statements: Student Academic Achievement 4</p>						
<p>4) AVID - increase in student participation and teacher training to campus-wide model.</p>	<p>Ex. Dir. of Secondary Education</p> <p>Teachers will implement specific AVID strategies and monitor through a walk-through process.</p>	<p>AVID students will achieve at higher levels.</p> <p>All students will benefit from teachers using AVID strategies in the content areas.</p>				
<p>Problem Statements: Student Academic Achievement 2, 4, 5</p>						
<p>5) Reconvene Character Education Committee to adopt district-wide standards for Social-Emotional Learning.</p> <p>NISD staff will be trained on standards and campuses will identify needs for implementation in 2019-2020.</p>	<p>Asst. Supt. of Curriculum and Instruction</p> <p>Campuses will be asked to report activities and progress toward implementation of programs/activities that support the adopted standards.</p>	<p>Campus Plans in 2019 will include strategies that address the SEL standards.</p>				
<p>Problem Statements: Student Academic Achievement 3, 4</p>						

<p>6) Engage students in extra-curricular or co-curricular activities at a higher rate.</p> <p>This may include but is not limited to: Athletics Fine Arts Academic UIL Battle of the Books Destination Imagination Student Council Service clubs</p>	<p>Deputy Supt. of C and I</p> <p>Periodic checks of student participation in extra-curricular and co-curricular activities with a vision of working toward a School + 2 model in which every student is involved or connected in some way.</p>	<p>Impacts all students.</p> <p>Participation and retention rates in various programs will increase.</p>				
<p>Problem Statements: Student Academic Achievement 4</p>						
<p>7) Integrate Social-Emotional Learning with Digital Citizenship.</p>	<p>Director of Counseling; Director of Inst. Tech. IT and Counseling Dept.</p>	<p>Impacts all students.</p> <p>Integration of SEL standards with digital citizenship by the end of the 2018-2019 school year.</p>				
<p>Problem Statements: Student Academic Achievement 3</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Literacy: Some students are not reading and writing on level in all content areas. Root Cause 2: Based on the Spring 2018 curriculum audit as well local observations via walk-throughs and student work, it has been determined that reading and writing across the curriculum should be a point of emphasis. Students must apply reading and writing skills in all subject areas on a consistent and high-level basis.</p>
<p>Problem Statement 3: PBMAS Emphasis: Despite some gains in academic success, achievement gaps still exist within Performance Based Monitoring Analysis System (PBMAS) subgroups. Root Cause 3: Special populations of students identified in PBMAS such as ELL and SPED have been underrepresented in PAP, AP, and Career Academies which may signal a need for increased expectations as well as differentiated professional development for teachers in order to meet the needs of all student groups.</p>
<p>Problem Statement 4: College, Career, and Life Readiness: We aspire to provide personalized learning for all students, but do not have a developed plan to set expectations or begin implementation. Root Cause 4: There are some student groups that are under-represented in courses geared toward college and career readiness, and there needs to be more training of teachers, students, and parents of the opportunities that will allow all students to participate and excel at their personal passion.</p>
<p>Problem Statement 5: Masters Grade Level Performance: We aspire for students to reach the Masters Grade Level distinction, but lack specific target goals for each STAAR/EOC assessment. Root Cause 5: NISD students continue to thrive on the STAAR assessments; however, a review of the Spring 2018 curriculum audit points to the need to increase the level of tasks in some grade levels, content areas, and campuses in order to ensure that each student is being challenged to meet his/her greatest academic potential.</p>

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 4: PBMAS Emphasis: NISD will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups, with all indicators receiving a 0 rating.

Evaluation Data Source(s) 4: SPED, ELL, and CTE data based on STAAR performance

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Secondary teachers will be trained using the SIOP model of sheltered instruction.	Coordinator of ELL and World Languages	Impacts secondary students.				
	Implementation of SIOP strategies.	Increased performance of ELL students.				
Problem Statements: Student Academic Achievement 3						
2) Targeted support for SPED teachers, including modeling, guidance with lesson planning, scheduling, and use of resources and strategies.	Director of SPED	Impacts SPED students.				
	Special Education Department and campus administration	Improved campus performance and PBMAS data.				
Problem Statements: Student Academic Achievement 3						
3) Meaningful, innovative, and personalized student support services will be effectively delivered to pregnant and parenting students to reduce this population dropout rate by 50%.	Ex. Director of Student Services	Impacts PEP students.				
	Family, Parenting, and Pregnancy Outreach Facilitator	90% Graduation rate for PEP Program. Less than 4 PEP students will drop out.				
Problem Statements: Student Academic Achievement 3, 4						
4) The Family Involvement program will increase the participation of at-risk families in the Parents as Teachers program by 40% with purposeful recruitment of past teen parent population and outreach to the four Title I elementary attendance zones.	Ex. Director of Student Services	50 families with high risk of having children enter PreK/kindergarten with significant literacy and achievement gaps will have effective, research-based services before school entry thus increasing school readiness and narrowing the achievement gap.				
	Family, Parenting, and Pregnancy Outreach Facilitator					
Problem Statements: Student Academic Achievement 3, 4						

5) Targeted instruction on mechanics of writing based on student need for all Special Education students.	Special Education Dept.	Impacts all SPED students. Improve student understanding of writing fundamentals. Increased writing performance.				
	Problem Statements: Student Academic Achievement 1, 2, 3					

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Reading: Not all NISD students are reading on grade level. Root Cause 1: Students have a variety of exposure and background at the early grades to literacy which may lead to an achievement gap. In addition, lack of fidelity in implementation of the curriculum and inconsistent expectations may contribute to an achievement gap in literacy as well.
Problem Statement 2: Literacy: Some students are not reading and writing on level in all content areas. Root Cause 2: Based on the Spring 2018 curriculum audit as well local observations via walk-throughs and student work, it has been determined that reading and writing across the curriculum should be a point of emphasis. Students must apply reading and writing skills in all subject areas on a consistent and high-level basis.
Problem Statement 3: PBMAS Emphasis: Despite some gains in academic success, achievement gaps still exist within Performance Based Monitoring Analysis System (PBMAS) subgroups. Root Cause 3: Special populations of students identified in PBMAS such as ELL and SPED have been underrepresented in PAP, AP, and Career Academies which may signal a need for increased expectations as well as differentiated professional development for teachers in order to meet the needs of all student groups.
Problem Statement 4: College, Career, and Life Readiness: We aspire to provide personalized learning for all students, but do not have a developed plan to set expectations or begin implementation. Root Cause 4: There are some student groups that are under-represented in courses geared toward college and career readiness, and there needs to be more training of teachers, students, and parents of the opportunities that will allow all students to participate and excel at their personal passion.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: NISD will improve ongoing support for first-year teachers in NISD with a goal of 95% or higher satisfaction rate on end-of-year surveys.

Evaluation Data Source(s) 1: Ongoing Surveys

Feedback from first-year teachers, mentors, and campus administrators

Retention rate of first-year teachers

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

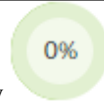
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Training for mentor coordinators and campus mentors prior to the beginning of the year to outline expectations and timelines.	Director of Elementary Staffing	Impacts students of first-year teachers.				
	Director of Secondary Staffing	Increase the retention rate of first-year teachers.				
	Ex Dir of Human Resources Asst Superintendent of Human Resources	Provide differentiated training and support as identified by first-year teachers. Clear expectations and accountability to campus mentors.				
	Problem Statements: School Processes & Programs 1					
2) Create and distribute a job description for mentor coordinators and campus mentors. Stipends will be distributed at the end of April upon successful completion of support duties.	Director of Elementary Staffing	Impacts students of first-year teachers.				
	Director of Secondary Staffing	Clear expectations and accountability to campus mentors.				
	Problem Statements: School Processes & Programs 1					
3) Conduct ongoing surveys to new teachers each three weeks to determine areas of need and support. Feedback will be shared with mentor coordinators and campus mentors to determine if level of support is individual, campus-based, or district-wide.	Director of Elementary Staffing	Impacts students of first-year teachers.				
	Director of Secondary Staffing	Provide differentiated training and support as identified by first-year teachers.				
	Campus Mentors Mentor Coordinators	Increase the retention rate of first-year teachers.				
	Problem Statements: School Processes & Programs 1					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: New Teacher Mentors: On the new teacher survey completed at the end of the 2017-2018 school year with 107 responses, only 63% of new teachers reported they had met with their mentor at least once a month. More than 10% reported they had never met with their mentor the entire school year. **Root Cause 1:** Need for more clear expectations and an accountability system for mentor coordinators and mentor teachers.

Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 2: NISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 93%.

Evaluation Data Source(s) 2: Aesop reports

Guest Educator Evaluations

Feedback from students, teachers, administrators, and guest educators

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Provide training to campus contacts and high school substitute coordinators on creating preferred guest educator lists and tips to improve fill rates.	Substitute Specialist HR Support Assistant Director of Elementary Staffing	Impacts all students.				
		Increase fill rates when teachers are absent. Scheduled absences are entered in a timely manner.				
Problem Statements: School Processes & Programs 2						
2) Focus recruiting efforts on areas of the district with lower fill rates.	Substitute Specialist Director of Elementary Staffing Ex Director of Human Resources	Impacts students at schools with lower fill rates.				
		Increase in guest educator pool and fill rates.				
Problem Statements: School Processes & Programs 2						
3) Provide ongoing individualized support to campuses with low fill rates.	Substitute Specialist Director of Elementary Staffing	Impacts students at schools with lower fill rates.				
		Increase in guest educator pool and fill rates.				
Problem Statements: School Processes & Programs 2						

4) Utilize feedback from guest educators, campuses, and evaluations to revise guest educator training and focus content for monthly guest educator newsletters.	Substitute Specialist Director of Elementary Staffing	Impacts all students. Enhance the performance of guest educators. Improve confidence level of guest educators. Increase fill rates. Positive feedback from students, teachers, administrators, and guest educators.				
Problem Statements: School Processes & Programs 2						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs	
<p>Problem Statement 2: Fill Rate: The fill rate for the 2017-2018 school year was 88%, leaving many of our classrooms without a guest educator when their teacher was absent. Root Cause 2: An optimal pool size is three guest educators to every teacher. Not every guest educator is actively working and accepting positions. Due to the size of our district, there are campuses on the west side of NISD that have lower fill rates. Campus contacts need additional training to increase their fill rates.</p>	

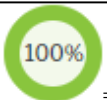

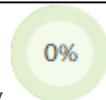

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Student, Staff, and Stakeholder Safety: NISD will ensure that every student, staff member, and guest on campus and/or district property is in the most controlled and safe environment possible.

Evaluation Data Source(s) 1: Feedback from students, teachers, administration, parents, and community members

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Staff will be equipped to prevent inappropriate educator/student relationships through four legal training sessions and three required reading opportunities.	General Counsel	Impacts all students.				
	Problem Statements: Perceptions 3					
2) Conduct Safety and Security training sessions with campus leadership and staff.	Assistant Superintendent for Facilities	Impacts all students;.				
	Director of Safety and Security	Greater staff proficiency in safety and security protocols in responding to emergencies, creating a stronger sense of order and security on a regular basis, and in the event of a crisis.				
Problem Statements: School Processes & Programs 4						
3) Deploy Safety and Security protocols to integrate with new technology and resources.	Assistant Superintendent for Facilities	Impacts all students.				
	Director of Safety and Security	Increased staff proficiency in safety and security protocols utilizing the new technological resources, resulting in greater effectiveness and accuracy in proper response to emergency situations.				
Problem Statements: School Processes & Programs 4						
4) Continue implementation of the 2017 Bond District-Wide Safety and Security Upgrades.	Assistant Superintendent for Facilities	Impacts all students.				
	Executive Director of Construction	Completion of planned safety and security upgrades will strengthen our facilities for greater protection and safety in an emergency situation, and decrease the vulnerability to unwelcomed access by any who would do harm students or staff.				
Problem Statements: School Processes & Programs 4						

5) Equip Law Enforcement Partners with NISD Safety and Security tools and resources.	Assistant Superintendent for Facilities	Impacts all students.				
	Director of Safety and Security	Equipping Law Enforcement with NISD resources and protocols will provide greater accessibility to District facilities and increase response efficiency by providing information needed to more effectively manage an emergency event.				
Problem Statements: School Processes & Programs 4						
6) Continue pursuit of establishing an NISD Police Department.	Assistant Superintendent for Facilities	Impacts all students.				
	Director of Safety and Security	Begin process of establishing an NISD Call Center, and develop a plan for staffing with policies and procedures.				
Problem Statements: School Processes & Programs 4						
7) Create, implement, and train administrators on a crisis communication plan.	Executive Director of Communications	Impacts all students.				
	Director of Safety and Security	Impacts all staff. Increase understanding and awareness of crisis communication procedures. Increased understanding and collaboration between 14 communities through joint community meetings.				
Problem Statements: School Processes & Programs 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


School Processes & Programs
Problem Statement 4: School Safety: We have an obligation to our students, staff, and community to provide as safe of a learning environment as possible and to take proper preventative measures. Root Cause 4: As a public school district, we have a need to protect our occupants from the many external factors that can have a negative impact on our learning environment, ranging from weather-related events to various acts of violence.
Perceptions
Problem Statement 3: Student Safety: Teachers and campus staff are the first line of defense in suspecting and reporting inappropriate relationships between students and adults, but some are unsure of the signs of abuse or the procedures for reporting it. Root Cause 3: Some teachers and staff are unaware of signs and steps to protect children from inappropriate relationships.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Tax Ratification Election (TRE) Initiative: NISD will research the necessity for a Tax Ratification Election during the 2018-2019 school year. If an election is called, NISD will be successful in passing the TRE for the 2019-2020 school year and beyond.

Evaluation Data Source(s) 2: Five-Year Financial Forecast
Outcome of TRE, if called

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Evaluate need for Tax Ratification Election (TRE).	Deputy Superintendent	Impacts all students. Recommendation to the Board of Trustees.				
Problem Statements: School Processes & Programs 3						
2) Develop a plan for the successful passage of a TRE if an election should be required. Create a communication plan for a TRE which would include: * Creation of TRE Planning Committee * Survey of NISD community * Solicitation of community input * Make recommendation to NISD Board of Trustees * Inform NISD community * Conduct TRE	Deputy Superintendent Chief Financial Officer Executive Director of Communications	Impacts all students. Educate the NISD community on the district need for a TRE and the impact on student learning and opportunities. The use of Ambassadors would help spread the word in the community.				
Problem Statements: School Processes & Programs 3						
						

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Financial Sustainability: Northwest ISD's current budget cannot be sustained due to the implications of being a fast-growth school district, loss of revenue as a Chapter 41 school district, and loss of funds from the state (ASATR). Root Cause 3: The current Texas school finance system is unable to properly fund public schools equitably and equally at a standard that meets the needs of students and our community's expectations.

Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 3: NISD, along with its stakeholders, will explore the District of Innovation application as presented by the Texas Education Agency.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Reconvene the District of Innovation Committee to determine if NISD would like to develop a DOI proposal to submit to the NISD School Board.	Deputy Supt. of Curriculum and Instruction	Impacts all students. DOI proposal to NISD Board.				
Problem Statements: Demographics 1 - Perceptions 2						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Stakeholder Engagement: We aspire to engage all stakeholders in the transformational work of the district, but community education, engagement, and communication is difficult across our large, fast-growth district. Root Cause 1: The education and opportunities available to students are very different from when today's adults attended school. Without an understanding of philosophical changes in education and the additional opportunities available, stakeholders remain unaware and/or unengaged.
Perceptions
Problem Statement 2: Collective Efficacy: To produce the results we desire, we need to continue building collective efficacy among our leadership and staff to deepen learning for all students, increase students achieving Masters Grade Level, and to close achievement gaps.

Plan Notes

The detailed strategies of the 2018-2019 District Improvement Plan reflect the identified areas of focus for the year. While some of the following areas are detailed in the DIP, most are processes that are a part of the daily operations of the district and can be found on the district's website and/or in the Department Action Plans:

1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]
2. Methods for addressing needs of students for special programs:
 - a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)]
 - b. conflict resolution programs [TEC 11.252(3)(B)(ii)]
 - c. violence prevention programs [TEC 11.252(3)(B)(iii)]
 - d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]
 - e. Accelerated education [TEC 11.252(c)(3)(H)]
3. Dropout reduction [TEC 11.255]
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]
5. Discipline management including unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]
6. Dating violence [TEC 37.0831]
7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(a)], [TEC 11.252(c)(9)]
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]
9. Strategies for recruiting highly effective teachers
10. Information for middle school, junior high, and high school students, their teachers and counselors and their parents about
 - a. higher education admissions and financial aid opportunities
 - b. the TEXAS grant program and the Teach for Texas grant program
 - c. the need for students to make informed curriculum choices to be prepared for success beyond high school
 - d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]
11. Staff development for professional staff of the district [TEC 11.252(3)(F)]

Addendums

NISD College and Career Readiness (CCR) Rubric

Performance Measure	Data Source/ Grade Level	Unacceptable	Acceptable	Recommended	Exemplary
Percentage of students enrolled in one or more CTE courses	District / Campus	39% of high school students enrolled in one or more CTE courses	40-60% of high school students enrolled in one or more CTE courses	61-79% of high school students enrolled in one or more CTE courses	80% or more of high school students enrolled in one or more CTE courses
Percentage of students enrolled in a CTE who are labeled program completers 2 in PEIMS	District / Campus	0-30% of high school students enroll in a CTE pathway	31-40% of high school students enroll in a CTE pathway	41-50% of high school students enroll in a CTE pathway	More than 50% of high school students enroll in a CTE pathway
Percentage of eligible students achieving basic or advanced work-ready certifications / licensures	District / Campus	0-19% of students enrolled in CTE	20-29% of students enrolled in CTE	30-34% of students enrolled in CTE	More than 35% of students enrolled in CTE
Percentage of 12th grade students enrolled in CTE who pass national financial literacy exam	District / Campus	0-25% of 12th grade students enrolled in CTE pass the national Financial Literacy Exam	26-50% of 12th grade students enrolled in CTE pass the national Financial Literacy Exam	51-75% of 12th grade students enrolled in CTE pass the national Financial Literacy Exam	More than 75% of 12th grade students enrolled in CTE pass the national Financial Literacy Exam
High School participation with advanced academics (PreAP, AP, Dual Credit, or OnRamps) Students enrolled in 1 or more courses		Grades 9-12 will have less than 70% of all students enrolled in a minimum of one advanced academic class (PreAP, AP, or DC)	Grades 9-12 will have 70-74% of all students enrolled in a minimum of one advanced academic class (PreAP, AP, or DC)	Grades 9-12 will have at 75-79% of all students enrolled in a minimum of one advanced academic class (PreAP, AP, or DC)	Grades 9-12 will have 80% or more of all students enrolled in a minimum of one advanced academic class (PreAP, AP, or DC)
Percentage of Students enrolled in AP that sit for the AP exam		Below 70%	70-79%	80-89%	90% and higher

<p>HS Advanced Academics (AP Exams)</p>		<p>Less than 50% of students taking an AP test will receive a score of 3 or higher in order to receive a recommendation of college / university credit</p>	<p>51-59% of students taking an AP test will receive a score of 3 or higher in order to receive a recommendation of college / university credit</p>	<p>60% of students taking an AP test will receive a score of 3 or higher in order to receive a recommendation of college/university credit</p>	<p>70% or more of students taking an AP test will receive a score of 3 or higher in order to receive a recommendation of college / university credit</p>
<p>HS Advanced Academics (Dual Credit or OnRamps courses)</p>		<p>Less than 75% of students enrolled in a Dual Credit or OnRamps course will receive college credit</p>	<p>75-84% of students enrolled in a Dual Credit or OnRamps course will receive college credit</p>	<p>85-94 of students enrolled in a Dual Credit or OnRamps course will receive college credit</p>	<p>95% or more of students enrolled in a Dual Credit or OnRamps course will receive college credit</p>
<p>Percentage of students completing a portfolio and have it attached to their report card</p>	<p>District Wide</p>	<p>0-69%</p>	<p>70-79%</p>	<p>80-89%</p>	<p>90-100%</p>
<p>Percentage of instructional staff trained in Social-Emotional Learning Competencies</p>		<p>0-69%</p>	<p>70-79%</p>	<p>80-89%</p>	<p>90-100%</p>

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>