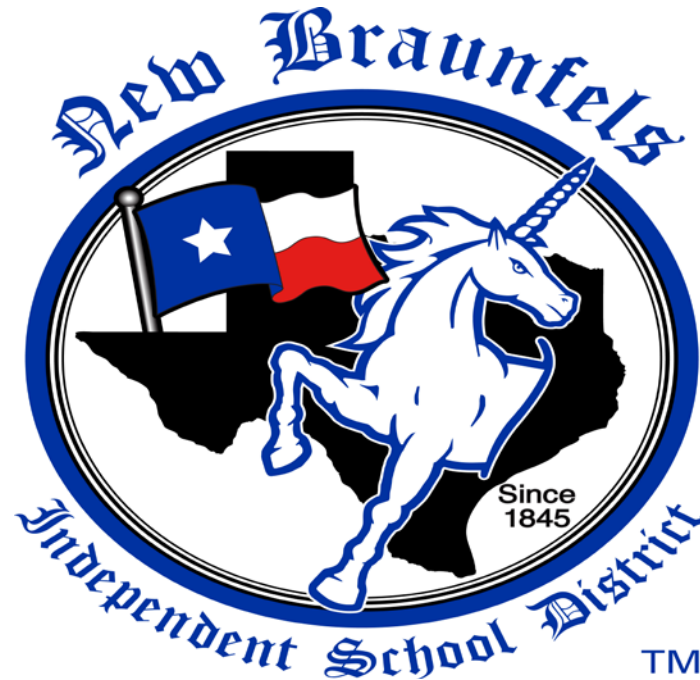


2015-2016 District Improvement Plan New Braunfels Independent School District



Board Approval Date: November 16, 2015

Mission: NBISD provides an environment where all students are engaged and empowered to become self-reliant learners in a constantly changing world.

District Educational Improvement Committee (DEIC) Members

Name	Representation	Expiration Year
<i>Classroom Teachers</i>		
Linda Miller	New Braunfels High School	2017
Brian Pfeiffer	New Braunfels Middle School	2016
Angela Faires	OakRun Middle School	2016
Kevin Alley	NBHS 9 th Grade Center/SOC	2017
Angela Looney	Memorial Elementary	2016
Jodi Butler	Seele Elementary	2017
Kaye Smith	Carl Schurz Elementary	2016
Heather Sowell	Walnut Springs Elementary	2016
Lisa Hattoon	Lamar Primary	2016
Mandy Lindeman	County Line Elementary	2017
Natalie Randazzo	Lone Star Elementary	2016
Russell Roper	Klein Road Elementary	2017
<i>Professional/Non-Teaching</i>		
Deborah Cary	Elementary Administrator	2017
Christie Lawson	Secondary Administrator	2017
Dena Schroeder	Counselor Coordinator	Ongoing/Advisory
Melanie Bowen/Kacy Zaleski	Lead Librarians	Ongoing/Advisory
Kimo Aleman	Technology	2017
Karen Schwind	Student Health Services	Ongoing/Advisory
Kathy Stockstill	Business Representative	2016
Joshua Simpson	Business Representative	2015
Thomas Orr	Community Representative	2015
Kathy Cook	Community Representative	2016
JoAnn Wofford	Parent	2016
Melissa Norton	Parent	2016
	Parent	
Ron Rychel	Director of Curriculum & Compliance	Ongoing/Advisory
Martha Moke	Director of Special Education	Ongoing/Advisory
Lupita Miles	Director of ELL/DL/FL/Migrant	Ongoing/Advisory
Clay Gillentine	Director of Student Services	Ongoing/Advisory
Victoria Pursch	Assistant Superintendent	Ongoing Chair
Randy Moczygemba	Superintendent	Ongoing

New Braunfels ISD Needs Assessment from 2014-2015 Performance

Committees have been formed for each BOT set Goal to include the 8 required components for Title I /SCE. Each committee will discuss needs and compile summarized responses to a set of question probes. The following data sources are also reviewed for **all** student groups, grade levels, subjects, gender, and special program area students:

Texas Academic Performance Report 2014-2015 (TAPR)-Coming Nov.	Performance Based Monitoring Analysis System (PBMAS)
TEA Campus & District Accountability ratings	Graduation and High School Completion Rates: cohort 2010-2011
Advanced Academics: PSAT/SAT/ACT/AP performance	PEIMS Disciplinary and OCR reports
Attendance, K-2 Primary Assessments & NBISD surveys	Community and Student Engagement Evaluation

New Braunfels ISD’s Comprehensive Needs Assessment Process

State and federal law both require schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision making process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. This process is the pre-work to the development of the campus and district improvement plans and decisions regarding the justification for use of NCLB and other State funds. When conducted properly, the CNA provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

Conducting a CNA is a process, not an event. Data collection and analysis is ongoing to ensure that progress toward the school’s objectives, goals, mission and vision are being realized. Areas to be addressed include student performance and achievement; school climate and safety; staff quality and professional development; curriculum, instruction and assessment; parent and community involvement; school organization and policy; and technology.

1. District administrators review NBISD Goals and purpose and outcomes for conducting the CNA with Administrative Team (principals, directors and coordinators). Expectations and guidelines are established and short and long-term timelines are set.
2. Each campus establishes teams composed of parents and community members, teachers, and administrators that meet throughout the year to examine multiple sources of data. Sources of data may include, but are not limited to, parent, student and teacher surveys; academic achievement on local and state assessments; review of State AEIS and Federal AYP reports; and review of prior year campus improvement plans. Meeting agendas, minutes and sign-in sheets document this process.
3. Teams analyze collected data to identify campus strengths and needs. Needs are prioritized and all findings are recorded on campus CNA summary.
4. Campus representatives bring summaries of their campuses identified strengths and prioritized needs to a meeting of the District Educational Improvement Committee (DEIC). This data is compiled and used in developing the district’s comprehensive needs assessment.
5. CNA findings are connected to the campus and district improvement plan development and review process. District and campus improvement plans identify strategies and activities designed to address prioritized campus and district needs. Priorities and needs correlate with justifications for Title I-III and SCE program expenditures.

2014-2015 NBISD Community and Student Engagement Evaluation: **RECOGNIZED**

Evaluation of each area and specific indicators is posted to the NBISD website.

Community and Student Engagement Process for Evaluation: 2014-2015

1. Director of Student Services reviews requirements for Community and Student Engagement evaluation process as directed in HB 5.
2. Chairperson for each of the 8 areas recruits sub-committee members made up of DEIC members, administrators, teachers, staff and community members.
3. The 9th area: Compliance was submitted by Asst. Superintendent and Director of Special Programs based on program evaluation data.
4. Each area committee submitted to the DEIC recommendations for modification or additions to indicators for review and evaluation.
5. After indicator approval, each area committee refined rubric measures and documentation for each of the indicators in that area.
6. Using the established indicators and rubric, for every NBISD school rated each of the 8 areas for a campus score.
7. Each district Committee chair compiled school scores by area, reviewed district survey data and assigned rubric scores for each indicator to establish an overall rating for the indicator.
8. Results for NBISD were presented to the BOT and reported to TEA in late June.
9. Campus and District Evaluations are posted to the appropriate campus and district website.

ELA	3rd	Com	4th	Com	5th	Com	6th	Com	7th	Com	8th	Com	ELA 1	Com	ELA 2	Com
2015	86	29	83	26	94	32	86	27	87	13	90	29	83%	12	86%	7
State	77	22	74	21	78	24	76	19	75	19	78	23	71%	10	73%	5
2014	89	21	85	21	94	29	82	14	83	22	94	27	84%	15	85%	15
Write																
			4th	Com					7th	Com						
2015			78	10					82	12						
State			70	7					72	10						
2014			82	9					82	10						
Math																
	3rd	Com	4th	Com	5th	Com	6th	Com	7th	Com	8th	Com	Alg I*	Com		
2015	89	22	81	17	91	20	89	18	87	18			85%	20%		
State	77		73		79		75		72				88%			
Science																
					5th	Com					8th	Com	Biology	Com		
2015					86	16					78	22	97%	21		
State					72	11					70	17	94%			
2014					84	17					82	26	95%	11%		
Social Studies																
											8th	Com	US Hist.	Com		
2015											76	18	96	36		
State											64	11	92			
2014											72	15	97	18		

NBISD State Accountability Rating: Met Standard

Index Target 2015	Index 1 60	Index 2 Over 5%	Index 3 28-27-31	Index 4 57/12-13-21	Distinction Designations**	System Safeguards	TOTAL All Targets
NBISD							
2015	86	38	43	50*			
2014	85	40	42	72		98%	MET STANDARD
NBHS							
2015	89	26	42	69*			
2014	88	N/A	42	80	ELA, Post Sec. Readiness	85%	MET STANDARD
NGC							
2015	87	24	41	48*			
2014	85	N/A	40	51		85%	MET STANDARD
LC/SOC							
2015	84	N/A	31	50*			
2014	69	N/A	32	100	N/A	90%	MET STANDARD
NBMS							
2015	85	33	42	39.8			
2014	84	34	41	41	MATH	95%	MET STANDARD
ORMS							
2015	84	33	37	44.4			
2014	84	29	39	46		95%	MET STANDARD
CSE							
2015	83	47	39	44			
2014	84	48	40	44		96%	MET STANDARD
CLE							
2015	90	46	50	44			
2014	91	50	51	49.4	Science, Top 25%, Close Gaps, Ready	100%	MET STANDARD
LE							
2015	86	50	42	41.7			
2014	86	42	35	43		100%	MET STANDARD
LSE							
2015	88	48	45	45			
2014	89	48	48	49.3	ELA, Science, Top 25%, Close Gaps, Ready	100%	MET STANDARD
ME							
2015	79	46	40	40.4			
2014	79	38	39	34		100%	MET STANDARD

KRE							
2015	82	39	40	37.7			
2014	82	46	41	44		100%	MET STANDARD
SE							
2015	93	57	48	51.3			
2014	94	51	52	56	ELA, Math, Science, Top 25%, Close Gaps, Ready	100%	MET STANDARD
WSE							
2015	86	45	42	43.3			
2014	90	45	48	45	ELA, Science, Close Gaps, Ready	100%	MET STANDARD

Rating labels for 2015: **MET STANDARDS = Met all Index Targets (3rd -8th STAAR Math excluded by TEA for 2015)**

<p>Index 1: Student Achievement % of students passing state assessments ALL STUDENTS in ALL Content Tests System Safeguards for subgroups; passing and participation</p>	<p>Index 2: Student Progress % of students who met or exceeded progress Progress at all levels; I, II and III Matched 2015 with 2014 performance STAAR/EOC</p>
<p>Index 3: Closing Performance Gaps % of students in “gap” groups passing state assessments: Level 2 and Level 3 (Phase in I) All evaluated for Eco-Dis and up to 2 lowest subgroups</p>	<p>Index 4: Postsecondary Readiness % of students at Level II (final phase) at least 2 tests % of students graduating (4-year rate of 2014 or 5-year rate of 2013) % of students on recommended/distinguished</p>

Distinction Designations: Achievement in ELA, Math (Algebra I only for 2015), Science, Social Studies, Top 25%, Closing the Gaps, Post-Secondary Readiness

1.	Academic Achievement Distinction Designation in Reading/ELA: top quartile in comparison group
2.	Academic Achievement Distinction Designation in Math: top quartile in comparison group
3.	Top 25% Student Progress: top quartile in campus comparison group

The Texas Accountability System will continue to evolve with added indicators under each index for this Spring 2015. Recent legislative changes have impacted design and the federal waiver for AYP will likely also impact the overall system

NBISD COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
FROM SCHOOL YEAR 2014-2015

Data Sources Reviewed:			
<ul style="list-style-type: none"> • Staff Survey, Parent Survey, Student Survey • Local district and State Assessment Data • TAPR January 2016 (will review state reports coming in Aug.-Dec. 2015) • Review of 2014-15 District Improvement Plan • PBMAS, and Advanced Academics data documents 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how Federal and State program funds will be used?
Academic Achievement & Progress	<ul style="list-style-type: none"> *All schools and district Met Standard *All student groups performed well in Index# 1 mastery of STAAR/ EOC assessments *District-wide increase on Index #2 Improvement *Student population groups performed well across Index# 3 on STAAR & EOC assessments *Outstanding performance on Index #4 	<ul style="list-style-type: none"> ** LEP and SpEd student performance is significantly lower than other groups *Approx. ½ campuses missed 1 or more Safeguards *Improvement needed in Writing for LEP and all students 4th grade 	<ul style="list-style-type: none"> *Increase English language acquisition for primary LEP students—Dual Lang. transition to 50-50 * Continue to use Title I and SCE funds to employ ELA & Math intervention teachers, & Dual Lng. Intervention at 3 Dual Lang. schools *CTE- College/Career readiness Coordination w/SAC & UTSA * Provide training for cohort #1 in Project Based Learning, begin districtwide implementation
Special Programs/Intervention	<ul style="list-style-type: none"> *Supplemental support services available for struggling students *BCFS grant to continue HeadStart partnership; increased in served Pre-K *Strong McKinney Vento program, with many graduates 	<ul style="list-style-type: none"> * LEP students were below standard in Writing: PBMAS Level 2 concern *CTE: Expand program, increase licensures and certificates *SpEd students below standard in SS * Review and clarify processes for students in danger to themselves or others 	<ul style="list-style-type: none"> *Increase time for English instruction for K-2 LEP students, communicate for fully to Dual Lang. parents with grades for both English and Spanish Language Arts * Focus on improvement and continued progress monitoring for SpEd students
Communications, School Climate and Safety	<ul style="list-style-type: none"> *Overall satisfaction with school and district facilities and campus safety procedures *Students and teachers feel positive and safe at school * Teachers/staff feel student respect is good at some campuses 	<ul style="list-style-type: none"> *Lack of consistency across district for disciplinary approach * PBMAS Risk indicator for discipline of secondary SpEd students; especially Out of School Suspension (OSS) *Training needed for Conflict Resolution, Anger Management and Sensitivity 	<ul style="list-style-type: none"> *Training begun summer 2015 for Positive Behavior System *Explore Restorative Discipline * Establish parent communication group for ELL & Dual Lang.

	<ul style="list-style-type: none"> *Parents feel welcome at schools *Strong parent involvement, volunteers and support at campus levels *Effective Safety Patrol programs *Campus Safety Plans, staff training and drills in place 	* More communication is needed about Project Based Learning	
Employee Excellence/ Professional Development	<ul style="list-style-type: none"> * All staff met NCLB Highly Qualified *Abundance of professional development opportunities, flexibility, and options-all staff met required 30 hours. *Increased on-line PD opportunities *Excellent district support from Instructional Specialists * Training provided for implementation of state TEA provided iStation and PreK-2nd licenses purchased 	<ul style="list-style-type: none"> * Researched-based primary literacy practices needs attention, many teachers have not had updated training * Increase number of ESL certified teachers and Sheltered Instruction training *Find ways to promote employee health 	
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> *Social Studies electronic instructional material created for use in 2015-16 during textbook adoption cycle *Consistent NBISD Curriculum Frameworks in Eduphoria *Increased IMA funds for 2015-2017 	<ul style="list-style-type: none"> *LEP Dual Language students have large gap in assessment performance-lack of English language instruction grades K-2nd *Third grade reading results are stagnate—need to institute researched based literacy approach grades K-2nd 	*Strategically use Instructional Materials Allotment (IMA) state funds for e-textbook facilitator allows NBISD to create instructional materials in lieu of purchasing from vendors-cost saving short and long term, better instructional materials developed by NBISD teachers and instructional support staff
Parent and Community Involvement	<ul style="list-style-type: none"> *Multiple opportunities for parents to be involved, many parent volunteers & excellent PTA support *Good 3rd year for electronic registration 	* More communication need with parents of ELL students	
Policy	*NBISD continues to update legal and local BOT policies	*Attendance rates should improve	All districts required to create and post: Financial Policies and Procedures Handbook
Technology	<ul style="list-style-type: none"> *One-to-one expanded 4th -12th *Effective student software 	*Legislative session canceled funding For iStation 3 rd -8 th ND Think Through Math 3 rd -8 th	
Facilities	*Community & Staff Facilities Committee worked diligently in 2014-15 to project needs and made presentation to BOT for Nov. 2015 Bond	<ul style="list-style-type: none"> * Over half of NBISD Elementary schools are over capacity in Fall of 2015 *NBHS roof in poor condition, stadium out of code for restrooms & concessions, visitor stands, and parking 	*BOT called for Nov. bond election to add 2 additional elementary schools, LSE repurposed as Early Childhood and upgrades to NBHS, stadium and other schools

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

- Measurable improvement objectives:**
1. Implement Project Based learning to more effectively prepare students for their future.
 2. Prepare students for increasing state performance standards.
 3. Provide classroom-based coaching and specific feedback for instructional improvement for teachers.
 4. Continue instructional materials development process for Social Studies and begin work in other core contents

2015-2016 District Goal I: Academic Achievement & Progress
 The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student’s future-ready skills and knowledge in a way that optimizes individual growth and success.

GOAL-Target		STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
I-1	IN PROGRESS	Engage Administrative, Instructional Support and core teachers in Think Forward: Project Based Learning professional development. Follow-up with Cohort #1 support -4 days during school year for collaborative work and lesson development support. Review Define Stem software for PBL lesson frame and lesson bank K-12 all core content.	EDUPHORIA ATTENDNACE RECORDS, LESSON PLANS, WALK THOUGH OBSERVATIONS OF PBL LESSONS	7/30-8/1 2015 JAN. 2016 JUNE 2016	SUPERINTENDENT ASST. SUPT.	TITLE II AND GT \$ IMA FUNDS
I-2	IN PROGRESS	Analyze TEA Summary Phase-in Performance reports using Phase-in 2 analysis and identify specific population groups and content areas for improvement focus ; develop and implement strategies for target groups of LEP and SpEd	PHASE-IN ANALYSIS DATA NBISD ASSESSMENTS	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTORS OF BE/ESL AND SPED	LOCAL& TITLE II \$
I-2	COMPLETE	Add Dual Lang. Intervention teacher/s to 3 DL schools All K-8 schools ELA & Math intervention teachers will provide teacher classroom coaching period for Intervention teachers to provide feedback for instructional effectiveness	TEA AND PBMAS DATA	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL& TITLE I \$
I-2	IN PROGRESS	Participate in revised Algebra II and English III EOC tests so students can demonstrate college readiness w/o cost. Continue partnership with UTSA/Alamo Colleges for college readiness classes for seniors.	TEA AND LOCAL DATA	JUNE 2015	ASST. SUPT. NBHS PRINCIPAL CONTENT SPECIALSITS	LOCAL, TITLE I & SCE \$
I-2	IN PROGRESS	Secondary Math specialist and math teachers review new blueprints for Math STAAR and Algebra I EOC tests and explore options for TI Inspire Calculator app purchase for instruction and EOC testing	TEA AND LOCAL DATA	AUG. 2015 JAN. 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL & TITLE II \$
I-2	IN PROGRESS	Secondary Writing Specialist and ELA teachers review new state blueprints for ELA STAAR and ECO and to provide many opportunities for students to write and receive feedback	TEA, AYP AND LOCAL DATA	AUG. 2015 JAN. 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	TITLE II & LOCAL \$
I-2	IN PROGRESS	Implement English Guided Reading for all K-1 and English & Spanish Guided Reading for all Dual Language students K-1,	CLASSROOM WALK THROUGH DATA	AUG. 2015 JAN. 2016 JUNE 2016		
I-2	IN PROGRESS	Implement on-line credit recovery and expansion software for Foreign Language courses to support more students graduating on the Recommended high school plan.	EDGENUITY COURSE ENROLLMENT & COMPLETION RECORDS	JAN. 2015 JUNE 2015	ASST. SUPT. DIRECTOR OF CURR. & COMP	HAS \$
I-2	IN PROGRESS	Focus on STAAR of data from SpEd students and create improvement strategies along with progress monitoring	ELECTRONIC TESTING DATA	DEC. 2014 JUNE 2015	DIRECTOR OF SPED	LOCAL \$

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

Measurable improvement objectives:

5. Improve primary reading and writing skills through research based best practice; Balanced Literacy, guided reading, literacy development.

2015-2016 District Goal I: Academic Achievement & Progress (Continued)

The Board of Trustees and NBISD staff will create an educational environment that emphasizes relevant, project-based learning to develop each student’s future-ready skills and knowledge in a way that optimizes individual growth and success.

GOAL-Target	STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2	
I-2	IN PROGRESS	Continue to enhance CTE course offerings, career awareness, and certificate/licensure opportunities. Plan for Foundation graduation plan and endorsements. Expand implementation of Career Cruiser Spark to elementary levels.	CTE COURSES, GRADUATION PLANS ENDORSEMENT OPTIONS	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CTE	LOCAL, STATE CTE \$
I-2	IN PROGRESS	Provide 504/Dyslexia awareness and accommodation training to all district teachers at every campus. Training SpEd teachers in Dyslexia instructional delivery such as Wilson or other multi-sensory, research-based programs	TRAINING RECORDS AND DYSLEXIA/504 STUDENT PROGRESS DATA	AUG. 2015 JAN. 2016 JUNE 2016	504/DYSLEXIA SPECILIST DIRECTOR OF SS AND 504	SCE \$ SPED \$
I-2	IN PROGRESS	Conduct effectiveness assessments of Special Education and BE/ESL practices at the district and campus levels. Analyze organizational structure, procedures, budget and staffing. Identify areas for immediate and long-term improvements that will result in improved student performance on local and state tests.	LISTS OF IMPROVEMENTS STAAR AND NBISD PERORMANCE OF SPECIAL EDUCATION STUDENTS	NOV. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP., DIRECTOR OF SPED AND COORDINATOR OF BE/ESL	LOCAL \$ & TITLE III
I-2	IN PROGRESS	Math Instructional Specialist will provide enhanced levels of support for elementary teachers and interventionists as they implement year 2 of Math TEKS	REVISED NBISD MATH CURRICULUM NBISD MID-YEAR DATA	JAN. 2016 JUNE 2016	ELEMENTARY MATH INSTR. SPECIALIST	LOCAL \$ & TITLE II
I-3	IN PROGRESS	Continue HeadStart with BCFS partnership to accommodate full day program options at LSE, CLE and KRE for 4 year olds, 2 classes of 3 yr. olds and inclusion of PPCD3 & 4 year olds.	TEXAS GOLD STANDARD REPORTS	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL \$ BCFS HEAD START PARTNERSHIP \$
I-2	IN PROGRESS	Closely monitor transcripts and course completion/enrollment of all At Risk, Title I-McKinney-Vento students to support completion of RHSP/DAP graduation plans	INCREASED RHSP/DAP FOR HOMELESS STUDENTS	AUG. 2015 JAN. 2016 JUNE 2016	MCKINNEY-VENTO COORDINATOR	TITLE I & HOMELESS GRANT \$
I-4	IN PROGRESS	Continue e-course development of SS K-12 instructional materials, textbooks to e-books/e-courses, begin pre-work on ELA, Math and Science NBISD Instructional materials	E-BOOKS, E-COURSES DEVELOPED	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	IMA \$
I-2	IN PROGRESS	Improve K-5 writing by emphasizing Best Practices such as integrated content writing through PBL and practice of linking reading and writing	STUDENT WRITING PORTFOLIOS, STAAR WRITING & EOC ELA	AUG. 2015 JAN. 2016 JUNE 2016	ELA SPECIALISTS	LOCAL \$ & TITLE II
I-5	IN PROGRESS	Implement new elementary Balanced Literacy block for all Kinder-1 st grade classes based on Best Practices; provide support with ELA/Early Literacy Specialists through continuous campus coaching. Implement new elementary reading fluency program to replace AR.	STUDENT READING LEVELS IN K & 1 ST LIBRARY READING RECORDS	AUG. 2015 JAN. 2016 JUNE 2016	ELA SPECIALISTS	LOCAL \$ & TITLE II

<p>Measurable improvement objectives: Communication & Parent Involvement</p> <ol style="list-style-type: none"> 1. Continue to communicate the excellence of NBISD schools 2. Enhance communication with parents through revised Pre-K, Kinder and Dual Lang report cards 3. Continue to improve on-line registration 4. Increase student attendance and Parental Involvement 5. Provide community with knowledge and understanding of proposed Bond project 	<p>NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT</p> <p><u>2015-2016 District Goal II: Communication & Safety</u> The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.</p>
--	--

GOAL-Target		STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
II-1	IN PROGRESS	Communicate the excellence of NBISD schools through website, TV station, press releases, marketing initiatives, use of trademark NBISD logo consistently across the district	NBISD TRADEMARK	AUG. 2015 JAN. 2016 JUNE 2016	DIRECTOR OF COMMUNICATIONS	LOCAL \$
II-2	IN PROGRESS	Use ESGY as new Kindergarten report card and Texas Gold Standards report as Pre-K report along with fall and spring home visits for all HeadStart students. Provide communication for Dual Lang. parents through report card grades for LA in both English and Spanish K-5 th .	REVISED NBISD GRADING AND ASSESSMENT	JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL AND \$ FROM BCFS PARTNERSHIP
II-1	COMPLETE	Provide “opt-in” on-line communication account for district staff and parents for non-profit and for-profit organizations to distribute information about opportunities and events	ELECTRONIC DISTRIBUTION SITE	AUG. 2015	DIRECTOR OF COMMUNICATIONS	LOCAL \$
II-3	COMPLETE	Implement improvements to on-line registration Summer and Fall of 2015 to increase accuracy of student contact information and provide reliable database for PEIMS	ON-LINE REGISTRATION SYSTEM	AUG. 2015	DIRECTORS OF TECHNOLOGY & COMMUNICATIONS	LOCAL \$
II-4	IN PROGRESS	CIS social workers and/or NBISD Parental Involvement staff assigned to all schools to provide information, resources and support for parents and maximize student attendance	CAMPUS ATTENDANCE RATES	AUG. 2015 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL & SCE \$
II-4	IN PROGRESS	Continue Parental Advisory Committee , SpEd Parent Advisory Committee and add BE/Dual Lang group to increase 2-way communication between parents and Special Education department and NBISD schools	PARTICIPATION OF PARENTS ON SPED PAC	AUG. 2015 JUNE 2016	DIRECTOR OF SPECIAL EDUCATION	LOCAL
II-4	COMPLETE	Provide training and information about new attendance legislation and implications for school district policies and procedures	INFORMATION SESSIONS RECORDS	AUG. 2015	DIRECTOR OF STUDENT SERVICES	LOCAL \$
II-5	COMPLETE	Provide information to NBISD staff and community members about proposed Bond projects through multiple sources, including the district website, presentations and flyers	BOND INFORMATION	AUG. 2015 NOV. 2015	BOT TRUSTEES, SUPERINTENDENT DIRECTOR OF COMMUNICATIONS	LOCAL \$

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

Measurable improvement objectives:
Safety and Health

1. Systemically revised NBISD approach to student discipline and communication with stakeholders
2. Update training for all NBISD staff and information for parents regarding suicide prevention
3. Enhance student & staff safety and security at all campuses with updated District/Campus Safety, Security & Crisis plans

2015-2016 District Goal II: Communication & Safety (Continued)

The Board of Trustees and all NBISD staff will communicate transparently, foster a safe and secure educational environment and reinforce community satisfaction and pride in all New Braunfels Independent School District schools and endeavors.

GOAL-Target		STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
II-1	IN PROGRESS	Provide training in Texas Positive Behavior Systems and Sensitivity and Conflict Resolution to district and campus administrators. Administrators will in turn train their staff in these proactive approaches and skills. The Asst. superintendent, Directors of SpEd, Student Services and Human Resources will also be trained intensively in conflict resolution and mediation techniques.	NBISD ADMINISTRATIVE TRAINING RECORDS	AUG. 2015 JUNE 2016	ASST. SUPT. DIRECTORS OF SPECIAL ED, STUDENT SERVICES AND HUMAN RESOURCES	LOCAL \$
II-2	IN PROGRESS	Update training for all administrators and staff on all required TEA training including prevention of child abuse and suicide .	NBISD ADMINISTRATIVE TRAINING RECORDS	AUG. 2015 NOV. 2015	COORDINATOR OF PD	LOCAL \$
II-2	COMPLETE	Provide information to all employees concerning changes to NBISD insurance due to the national Affordable Care Act and increased TRS contributions.	INFORMATION SESSIONS	FALL 2015	EX DIRECTOR OF BUSINESS AND OPERATIONS	LOCAL \$
II	IN PROGRESS	Continue opportunity for website access with information for parents regarding bullying and electronic reporting option	ON-LINE REGISTRATION SYSTEM	SEPT. 2015	DIRECTORS OF COMMUNICATIONS AND TECHNOLOGY	LOCAL \$
II-4	IN PROGRESS	Engage with parents regarding the options, expectations and classroom implementation of Project Based Learning initiatives	PARENT-TEACHER CONF. INFORMATION SESSIONS	SEPT. 2015 JAN. 2016 JUNE 2016	PRINCIPALS	LOCAL \$
II-3	IN PROGRESS	Continue to conduct campus and district facility safety audits on a 3-year rotation basis	FACILITY SAFETY AUDIT BOT REPORTS	NOV. 2015	DIRECTOR OF TRANSPORTATION SAFETY, & SCHOOL SECURITY	LOCAL \$
II-3	COMPLETE	Review and update District and Campus Safety, Security and Crisis plans. Distribute to all NBISD Staff.	NBISD SAFETY & SECURITY PLANS	FALL 2015	DIRECTOR OF STUDENT SERVICES	LOCAL \$

<p>Measurable improvement objectives:</p> <ol style="list-style-type: none"> 1. Update policies and procedures as needed 2. Expand opportunities for a comprehensive professional learning plan to actualize future-ready learning 3. Increase staff salaries to competitively recruit and retain the highest quality staff 4. Maintain 100% highly qualified professional staff 5. Support employee health and wellness 	<p>NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT</p> <p><u>2015-2016 District Goal III: Policies & Employee Excellence</u></p> <p>In order to maintain a high quality workforce and foster high morale, the Board of Trustees and NBISD staff will implement an aligned, consistent set of policies, procedures, practices and training to support and recognize employees for excellence.</p>
--	--

GOAL-Target	STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2	
III-1	IN PROGRESS	Regularly review and approve updates to legal and local board policies, aligned handbook procedures and consistent campus practices	BOARD POLICIES HANDBOOKS PROCEDURES AND PRACTICES	SEPT. 2015 JAN. 2016 JUNE 2016	BOT SUPERINTENDENT EX. DIRECTOR OF HR & DIRECTOR SS	TASB POLICY SERVICE
III-2	IN PROGRESS	Provide multiple opportunities for professional development: on-line PD, blended models, collaborative PLCs, summer options and design projects. Update TEA required trainings and PD waiver.	NBISD EDUPHORIA PROFESSIONAL DEVELOPMENT RECORDS	AUG. 2015	ASST. SUPT. EX. DIRECTOR OF HR DIRECTOR OF CURR. & COMP.	LOCAL \$ TITLE II 5 CONTRACT DAYS
III-2	IN PROGRESS	Provide training for all NBISD substitutes including instruction and classroom management/tools, policies and procedures	RECORDS OF SUBSTITUTE TRAININGS	JULY 2015 AUG. 2015 SEPT. 2015	EX. DIRECTOR OF HR C & I PROFESSIONAL DEV. SPECIALIST	LOCAL \$ TITLE II
III-3	COMPLETE	BOT approved the 2015-2016 NBISD budget with a salary increase for all teachers and librarians and for all other employees to demonstrate appreciation and support for excellence, maintain a high quality workforce and foster high morale	NBISD 2014-2015 BUDGET	JUNE 2015	BOT SUPERINTENDENT EX. DIRECTOR OF BUSINESS & OPERATIONS	LOCAL \$
III	COMPLETE	Employ 100% highly qualified staff, as required by State Board of Educator Certification and Federal NCLB.	HIGHLY QUALIFIED REPORT & CERTIFICATION RECORDS	AUG. 2015 NOV. 2015 JUNE 2016	EX. DIRECTOR OF HR & DIRECTOR OF SPECIAL PROGRAMS	LOCAL \$, TITLE II
III-4	IN PROGRESS	Encourage and support current staff to obtain additional training/credentials such as college Dual Credit qualifications, Advanced Placement (AP) institutes, ESL, GT, CTE and Special Education certifications	INFORMATION SESSIONS RECORDS	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF HR	LOCAL \$
III-5	IN PROGRESS	Provide on-site vaccinations for all staff under insurance plan or at low cost, send out healthy life style information through NBISD email	NBISD IMMUNIZATION CLINIC	OCT. 2015	DIRECTOR SS AND HEALTH SERVICES COORDINATOR	LOCAL \$

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

- Measurable improvement objectives:**
1. Maximize use of Instructional Materials Allotment (IMA) funds for instructional resources including “textbook” adoptions and e-course development
 2. Implement more time and cost effective records management
 3. Implement more time and cost effective digital systems
 4. Manage district resource allocations through equitably distributing foundation and special program funds
 5. Enhance district investments

2015-2016 District Goal IV: Resource Allocation
 The Board of Trustees and NBISD staff will budget funds and manage resources conservatively while maintaining a positive relationship between resource allocation and student achievement.

GOAL-Target		STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
IV-1	IN PROGRESS	Review current IMA balance and debit obligations and project third biennium funding of Instructional Materials Allotment (IMA) funds for 15-17 Instructional Materials.	INSTRUCTIONAL MATERIALS ALLOTMENT RECORDS AND BUDGET PROJECTIONS	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPERINTENDENT IMA/TEXTBOOK COORDINATOR	IMA \$235,000 FOR 2015-2017
IV-1	IN PROGRESS	Continue with e-course editor/developer to facilitate teacher created e-courses and teacher resource materials. Define process, articulate “exemplary lesson” rubric and budget funds for teacher compensation.	NBISD ITUNES U E-COURSES FOR HIGH SCHOOL MATH AND SOCIAL STUDIES	AUG. 2015 JAN. 2016 JUNE 2016	ASST. SUPT. DIRECTOR OF CURR. & COMP.	
IV-5	IN PROGRESS	Add storage for records on and off-site including permanent documents/ archives. Create electronic records where possible.	ON AND OFF-SITE STORAGE AND ELECTRONIC RECORDS	AUG. 2015 JAN. 2016 JUNE 2016	EX. DIRECTORS OF HR AND BUSINESS & OPERATIONS	LOCAL \$
IV-3	COMPLETE	Review and revise as needed the NBISD insurance plans within new national Affordable Care Act guidelines	INSURANCE CHANGES	JUNE 2014 AUG. 2015	EX. DIRECTOR OF BUSINESS	INSURANCE POLICIES / LOCAL \$
IV-4	IN PROGRESS	Expand digital application and employee records management by more fully utilizing Talent Ed	TALENT ED RECORDS	AUG. 2015 JAN. 2016 JUNE 2016	EX. DIRECTOR OF HR	LOCAL \$
IV-3	COMPLETE	Continue to allocate Local, Federal, State and special program funds by student enrollment formulas, student needs, and compliance law	BUDGETS STATE COMPARABILITY TESTS, EXTERNAL BUDGET AUDITS	JUNE. 2015 OCT 2015	ASST. SUPT. DIRECTOR OF CURR. & COMP.	LOCAL \$
IV-5	IN PROGRESS	Work with financial planners/brokers to more aggressively invest NBISD funds as allowed by the Public Funds Investment Act	MONITORING OF RETURNS ON INVESTMENTS	QUARTERLY	EX. DIRECTOR OF BUSINESS AND OPERATIONS	LOCAL \$

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

- Measurable improvement objectives:**
1. Increase student and teacher access to world-wide 21st Century learning and instructional opportunities
 2. Engage all students in varied opportunities for technology based, enhanced, or facilitated learning experiences as responsible digital citizens
 3. Use technology to expand student and teacher choice in learning styles, strategies and experiences
 4. Increase parent knowledge/understanding of 21st Century learning using technology tools
 5. Improve the effectiveness and efficiency of school and district operations through increased use of digital tools and resources

2015-2016 District Goal V: Technology

The Board of Trustees and NBISD staff will implement a comprehensive approach that redefines the role of technology in the classroom and the district operations as a whole.

GOAL-Target	TARGET AREA	STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
V-1	IN PROGRESS	Strategically invest Instructional Materials Allotment (IMA) funds in updated technology tools that will provide for a more effective 21 st Century approach to teaching and learning	INSTRUCTIONAL MATERIALS ALLOTMENT: TECHNOLOGY	SEPT.2015 JAN. 2016 JUNE 2016	EX. DIRECTOR OF TECHNOLOGY	IMA TECHNOLOGY \$
V-1	COMPLETE	Implement TEC 21 iPad initiative for 4th grade students . Provide on-going training, curriculum resources, and tech support for teachers, students and staff	IPAD RECORDS WALKTHROUGHS/OBSERVATIONS/TRAINING RECORDS	AUG-SEPT 2015	PRINCIPALS EX. DIRECTOR OF TECHNOLOGY	LOCAL \$
V-2	IN PROGRESS	Train/support teachers at every campus on how to <u>enable students to use technology</u> effectively for their own learning, including doing research for PBL	ADMINISTRATIVE WALKTHROUGHS	AUG. 2015 JAN. 2016 JUNE 2016	PRINCIPALS, INSTRUCTIONAL TECHNOLOGY SPECIALISTS	LOCAL \$
V-3	IN PROGRESS	Train/support teachers at every campus to better use and understand the potential of technology tools for teaching and professional work (lesson plans, data analysis, record keeping, assessment and professional learning)	ADMINISTRATIVE WALKTHROUGHS	AUG. 2015 JAN. 2016 JUNE 2016	PRINCIPALS, INSTRUCTIONAL TECHNOLOGY SPECIALISTS	LOCAL \$
V-4	IN PROGRESS	Continue to expand access to up-to-date online information and training for parents, community and staff.	NBISD ONLINE INFORMATION	AUG. 2015 JAN. 2016 JUNE 2016	EX. DIRECTOR OF TECHNOLOGY	LOCAL \$
V-4	IN PROGRESS	Implement electronic mid-year benchmark tests to prepare students for electronic TEA assessments and reduce printing costs	FEEDBACK FROM CAMPUS PRINCIPALS AND TEACHERS MID-YEAR ASSESSMENT DATA	DEC. 2015 JAN 2016	EX. DIRECTOR OF TECHNOLOGY C & I SPECIALISTS	LOCAL \$
V-5	IN PROGRESS	Explore opportunities to maximize meaningful, future-ready learning experiences by leveraging the expanded access now possible. Participate in TASA High Performing School group	TEC 21 PLAN	ONGOING	SUPERINTENDENT EX. DIRECTOR OF TECHNOLOGY	LOCAL \$

NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT

- Measurable improvement objectives:**
1. BOT called Nov. 2015 Bond election based on Facilities Committee recommendations.
 2. Re-form Facilities Committee with community members, parents and staff to make recommendations regarding district and secondary school needs for future.
 3. Identify budget sources to implement NBISD Facility Plans

2015-2016 District Goal VI: Facilities

In order to provide for the future, the Board of Trustees and NBISD staff will proactively plan for facilities that provide an environment conducive to optimal learning and growth.

GOAL	TARGET AREA	STRATEGIES/ACTIVITIES/INITIATIVES	FORMATIVE MEASURE	ASSESSMENT TIMELINE	RESPONSIBLE PERSON(S)	RESOURCES SEE APPEN. #2
VI-1	IN PROGRESS	Utilize expertise of district staff and external demographer to project trends and update historical growth chart by feeder pattern area and grade levels to plan for future NBISD facility needs	DEMOGRAPHER REPORTS HISTORICAL GROWTH CHART	JAN. 2016	SUPERINTENDENT	LOCAL \$
VI-1	IN PROGRESS	Continue reduction of student transfers; no Kinder transfers in 2015-2016, no first grade transfers in 2016-2017. Students enrolled in 2014-2015 may continue to make transfer requests.	CURRENT STUDENT TRANSFER DATA	AUG. 2015 MAR. 2016	SUPERINTENDENT DIRECTOR OF SS	LOCAL \$
VI-1	COMPLETE	Facilities Committee presented areas for facility improvement, expansion and renovation to the BOT in June 2015. BOT call Bond election for November 2015.	LIST OF TOPICS FOR FACILITIES COMMITTEE	JUNE 2015 AUG. 2015	SUPERINTENDENT EX. DIRECTOR OF BUSINESS AND OPERATIONS	LOCAL \$
VI-2	IN PROGRESS	BOT members and Administration will recruit and appoint community members, parents and staff to serve on the 2015-2016 NBISD Facilities Committee to consider district and secondary school needs in the future.	NOV. BOND 2015	JAN. 2016	SUPERINTENDENT BOT PRESIDENT	LOCAL \$
VI-2	IN PROGRESS	The Facilities Committee will meet to review district demographic data, patterns and growth projections, discuss a variety of options and propose recommendations to the Superintendent and BOT	FACILITIES COMMITTEE WRITTEN RECOMMENDATIONS	JAN. 2016 MAR. 2016 MAY 2016	FACILITIES COMMITTEE CHAIRPERSON SUPERINTENDENT	LOCAL \$
VI-3	IN PROGRESS	The Facilities Committee will work with the Superintendent and Administrative staff to propose timelines and identify funding sources for property purchases and building/remodeling projects	FACILITIES COMMITTEE PROPOSED TIMELINES AND FUNDING SOURCES	JAN. 2016 MAR. 2016 MAY 2016	FACILITIES COMMITTEE CHAIRPERSON SUPERINTENDENT	LOCAL \$

Assurances of Systemic NBISD Practices:

- Include measurable academic performance goals for each accountability criteria in each campus and district improvement plans. Add AEIS data as it becomes available.
- Fully implement revised TEKS for ELA/Writing, Math, Science and Social Studies curriculum frameworks that reflect learning for foundation academic development needed for STAAR and EOC.
- Provide staff development for all NBISD teachers appropriate to teaching assignment, as well as for teachers of private schools within NBISD boundaries (as per Federal requirement).
- Work with school staff to provide resources and support for identified Special program students including Migrant and Homeless students.
- Participate in local, regional and state-wide job fairs to recruit most highly qualified staff.
- Implement CATCH curriculum K-8th grade to ensure it is sequential, developmentally appropriate, implemented and evaluated to enable students to participate in a healthy and physically active life.

At Risk:

- Conduct comprehensive needs assessment at each campus and NBISD district using all student and sub-group data from TEA, AYP and PBMAS data. Use data to inform staffing decisions concerning services to AT RISK students.
- Allocate by State and Federal compliance standards At Risk special program funds using an equitable formula of distribution to effectively serve At Risk students at each campus by needs and priority codes.
- Continue Tier Model of Educational practice using campus based Student Support Teams to determine and analyze effectiveness of interventions for At Risk students within RTI process.
- Provide supplemental 'during the day' Targeted Assisted /intervention classes, A+ LS Labs, before/after school tutoring programs for At Risk students.

Special Education/ELL and 504:

- Continue to specifically monitor the academic progress for all Special Education, ELL and 504 student population groups. Pay specific attention to Index 2 Progress Indicator.
- Each campus principal monitors Special Education students' progress toward IEP goals and discusses with teachers the areas of concern to ensure appropriate instruction and assessment accommodations that are being recommended, implemented, and evaluated for effectiveness.
- Conduct "child find" activities to identify students within NBISD boundaries who need and qualify for Special Education services.
- Implement revised 504 manual and continue to provide 504 (including dyslexia) services for identified students including access to appropriate learning and testing accommodations.

Student Health/Safety:

- All schools must identify the manner in which the safety of students in physical education is maintained by developing a safety plan when the teacher student ratio is greater than 45-1.
- Continue implementation of Olweus Anti-Bullying curriculum program.
- Continue implementation of Parenting and Paternity Awareness (PAPA) program as part of all secondary level health classes to meet HB 3076 requirements.
- Continue implementation of Worth the Wait curriculum at the secondary level in Science class for middle school and health class for high school. Included in this curriculum is information about sexually transmitted diseases/medical issues, dating violence, legal issues, and abstinence based choices.

Staff Training:

- Provide all staff annual professional development/training concerning employment law and safety: includes PDAS, Sexual Harassment, Bloodborne Pathogens video and review of NBISD Student and Employee Handbooks. Other training may be required for specific duty assignments.
- Provide summer and after school professional development opportunities for teaching staff to become more highly qualified in serving special needs areas such as GT/Pre-AP/AP, BIL/ESL/LEP and Special Education with emphasis on Math and Science.

Special Program NBISD Initiatives

Federal

I. Title I-A and State Compensatory Education At Risk

- a. Implement research based Response to Intervention model, with At Risk intervention staff at Title I schools; 6 elementary and 2 middle schools.
- b. Identify and review At Risk students using 13 point criteria and prioritize for Title I services.
- c. Intervention teachers provide co-teaching and model effective, research based interventions for core classroom teachers and monitor formative performance data to design or modify intervention strategies and lessons. Fund bilingual content intervention teacher support for each NBISD's 3 Dual language elementary schools.
- d. Expand to full day 4 year old Pre K program for up to 10 teachers and instructional aides with shared funding from BCFS Head Start partnership.
- e. Add two classrooms for 3 year old Pre K students with shared funding from BCFS Head Start partnership.
- f. Campus Intervention teachers meet regularly with Curriculum Specialists to collaborate and focus interventions on academic needs and deliver effective professional development training at the campus level.
- g. Continue to provide an alternative educational campus, Learning Center, for students At Risk of dropping out in need of more flexible services. Also partially fund the NBISD homebound teacher for students requiring temporary home based education.
- h. Fund At Risk Parent Involvement Coordinators to coordinate for both middle schools and coordinate district at risk services with Communities in Schools.
- i. Provide services for identified homeless students/families, supplemented with Texas SHEP and McKinney-Vento Homeless Grant funds.
- j. Funds At Risk counselor to focus on required Title I parental involvement, K-8 anti bullying program, and coordinated health services and programs.

II. Title I-Part C Migrant

- a. Participate in ESC 13 Shared Services Agreement (SSA) for Migrant services.

III. Title II- Part A Core content Staff Development

- a. Survey staff professional development needs and requests.
- b. Provide high quality professional development to NBISD teachers and staff.
- c. Provide funds for private school partners as required.

IV. Title III LEP & State Bilingual ESL

- a. Provide paraprofessional support for CLES pre-kinder bilingual program and LES support for LEP parent denials.
- b. Fund 30% of NBISD Coordinator of DL/BE/ESL program.
- c. Provide BE/ESL and core content teachers a full range of strategies to more effectively accelerate English acquisition and better serve LEP students.
- d. Provide supplemental instructional materials to teachers in order to better meet the needs of LEP students.
- e. Budget funds to cover some transportation costs for BE summer program.

V. Carl Perkins & State Career and Technology

- a. Fund college and career readiness center staff at NBHS to enhance student access to admission information, scholarships and career training and employment options, extra duty teacher stipends for "zero hour" course and 25% of CTE Director position to manage program.
- b. Provide appropriate technology for student use in Career and College Center (including access for completing Apply Texas documents).
- c. Provide instructional supplies, site licenses, and equipment and repair funds for CTE program.

VI. Special Education IDEA B/Pre-school

- a. Provide required Special Education teaching, assessment, diagnostic, disability specialists and paraprofessional staff for NBISD identified Special Education students.
- b. Purchase related instructional and assessment materials and equipment, along with providing appropriate professional development.
- c. Designate 25% of IDEA for "set-aside" residential placement needs.
- d. Designate required portion of funds for: child find, serving homeschooled and private schooled students with disabilities, and Early Childhood Intervention (age birth to 5).

State and Local

- I. At Risk: State Compensatory Education--SCE (see At Risk criteria in Appendix I)
- II. Special Education State
 - a. Provide required Special Education administration, teaching, assessment, diagnostic, disability specialists and paraprofessional staff for NBISD identified Special Education students.
 - b. Purchase related assessment materials and equipment, along with appropriate professional development.
- III. Gifted and Talented
 - a. Revise GT identification process, procedures and testing materials to reduce time spent by staff in testing and increase time spent in serving students
 - b. Middle school will offer embedded GT differentiation for core classes and offer problem Base Inquiry elective to all GT and Academically proficient students.
 - c. Continue strong pre AP and AP program classes along with college dual credit opportunities at high school level.
- IV. Career and Technology Education
 - a. Fund highly qualified CTE teachers for CTE identified courses with State CTE funds.
 - b. Increase number of students in cohesive pathway sequence of classes and number of industry certifications.
 - c. Expand opportunities for students in agriculture by using greenhouse instructional facility at NBHS- Ninth Grade Center.
 - d. Develop options for students to begin CTE Principle courses at the NBISD Ninth Grade Center .
- V. Bilingual/ESL—ELL services
 - a. Increase earlier use of English for K-2 grade Dual Language ELL students with 2014-2015 Transition to 50%-50% Model in 2015-2016.
 - b. Fund paraprofessionals for ESL student instructional support at each of the two middle school campuses and high school.
 - c. Provide additional instructional materials to support BE and ESL students.
 - d. Translations of district documents and web-site information.
 - e. Provide state required BE summer school for Kinder and 1st grade LEP students; salary for teachers and bus transportation funds.

SCE At Risk Criteria

Students identified as “At Risk” must meet one or more of the following State Compensatory Education eligibility criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

PLANNING AMOUNTS FOR 2014-2015 AS OF SEPTEMBER 2014

Federal funding sources are coordinated with State and Local funds to meet the needs of all students.

Program/ Source	Funding Allocations			
Federal Program	PROF:			PARA'S
Title I, Part A (At Risk)	211	\$1,073,741	FTEs =16	4
Title I, Part C (Migrant)-See Priority Service Plan App. IV	212	\$ 9,045	ESC 13 migrant Co-op	
Title II, Part A (Professional Development)	255	\$219,265	FTE s = 4@50%	
Title III, (Limited English Proficient)	263	\$71,496	FTEs = 1@50%	
Special Education IDEA B	224 (23)	\$ 1,132,478	FTE's =15.5	12.77
Special Education Pre-School	225 (23)	\$ 21,985	FTE's = 0	0
Career and Technology Education (CTE)-Carl Perkins	244	\$ 74,914	FTE = 1	
State Programs	Funding Allocations			
McKinney-Vento Homeless Education	206	\$ 34,485	FTE = 1@45%	
TEA Pre-Kinder	404	\$ 10,000		
State Compensatory Education (At Risk)	199 (24&26)	\$ 2,077,629	FTEs= 25	19.25
Gifted/Talented	199 (21)	\$ 135,173	FTEs = 0	
Special Education State/Local	199(23)	\$ 3,962,173	FTEs=49.67	34.75
Bilingual/ESL Program- State/Local	199 (25)	\$ 193,973	FTEs = 0	
Career and Technology Education (CTE)-State	199 (22)	\$ 1,824,891	FTEs=18	1.55

NBISD Multiple-Year Comparison SAT/ACT Performance

<i>Graduating Class of:</i>	SAT			ACT Composite		
	NBISD	State		NBISD	State	
<i>2015</i>	1023	956		22.5	20.9	
<i>2014</i>	1026	971		22.3	20.9	
<i>2013</i>	1028	976		21.9	20.9	
<i>2012</i>	1006	973		21.9	20.8	
<i>2011</i>	1004	981		21.9	20.8	
<i>2010</i>	1014	989		21.6	20.8	
<i>2009</i>	1011	992*		22.4	20.8	
<i>2008</i>	996*	993*		21.6	20.7	
<i>2007</i>	1012*	999*		21.4	20.5	
<i>2006</i>	1002*	997*		22.0	20.3	
<i>2005</i>	1020	992		21.2	20.0	
<i>2004</i>	1024	987		20.7	20.1	
<i>2003</i>	1005	989		19.5	19.9	
<i>2002</i>	1020	986		20.4	20.0	
<i>2001</i>	1015	987		21.3	20.2	
<i>2000</i>	1029	990		21.0	20.3	

NBISD Multiple-Year Advanced Placement Test Comparisons Student Performance % Exhibiting College Level Performance

Test Year	AP Testing Trends at New Braunfels High School			Percent of tests qualified for college level work	
	AP Testers	AP Tests Taken		% of AP scores earning 3 or higher	
2015	629	*Includes 9th grade 1300		49.9%	
2014	561	*Includes 9th grade 1139		47%	-
2013	416	936		66.0	+
2012	453	993		56.0	-
2011	398	941		63.0	+
2010	313	796		62.0	-
2009	332	803		56.0	+
2008	317	904		50.0	+
2007	306	823		43.0	+
2006	276	857		38.0	-
2005	270	852		40.0	+
2004	304	819		36.0	-
2003	205	454		44.0	+
2002	198	478		42.0	+
2001	161	321		38.0	-
2000	159	304		43.0	-
1999	113	202		56.0	

MIGRANT Priority for Services (PFS)

Affected Students:

Migrant students who appear on the Priority for Service Report.

Submission to terminal site:

Request and print Priority for Service Report for school year 2014-2015 on a monthly basis beginning July 1.

Time Requirements:

Deliver report to the MEP Coordinator for dissemination to appropriate personnel.

NCLB P.L. 107-110 § 1304 (d) requires that “In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.” In their NCLB Consolidated Application for Funding, districts are required to target MEP services to “Priority for Service” students. These students must be identified through NGS by running a Priority for Service Report. Information regarding services provided to these students will be monitored through the Texas Education Agency’s monitoring system called the Performance-Based Monitoring Analysis System (PBMAS). Counselors must be aware of who the migrant PFS students are in the district and they may be called upon to assist these students.

Criteria for Priority for Services

Students in grades 3-12, Ungraded (UG) or Out of School (OS) are flagged if they:

- * Have their education interrupted during the previous or current regular school year;

AND

- * Have failed one or more sections of the TAKS, or are LEP Exempt, ARD Exempt, absent or were not enrolled in a Texas school during the TAKS testing period for their grade levels.

Students in grades K-2 are flagged if they:

- * Have their education interrupted during the previous or current regular school year;

AND

- * Have been designated as LEP in the Student Designation section of the NGS Supplemental Program Component, or have been retained, or are over-age for their current grade level.

ESC 13 Migrant Co-op PRIORITY SERVICE ACTION PLAN

GOAL:

To assess all PFS students in terms of specific academic needs and address each need with targeted instructional and support services.

OBJECTIVE:

To monitor academic progress of PFS students on an ongoing basis and evaluate the success of services provided.

ACTION	TIMELINE	RESPONSIBILITY	METHOD OF EVALUATION
Provide Priority for Services criteria and updated NGS Priority for Services reports to appropriate campus staff.	At the beginning of every school year, Monthly and as needed	RESC XIII MEP Team	ESC PFS Log E-campus Agendas
Update parents on the academic progress of their children.	At PAC meetings and as needed (Minimum)	RESC XIII MEP Team	Home visits Phone logs Sign in sheets Written notes
District staff evaluates PFS report to ensure appropriate placement for children appearing on the report. District contact submits information of services provided to PFS children to the RESC XIII MEP Team.	Monthly	NBISD Coordinator for Migrant programs as well as appropriate—teachers, special program director, counselors, tutors, etc.	Written response from district on how the needs of PFS students are being met
RESC XIII addresses district questions and requests for services to PFS students to ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	As needed	RESC XIII MEP Team	E-mails Phone logs AMS reports School visits
Generate and deliver PFS report to the SSA MEP Coordinator for dissemination to appropriate school personnel and parents.	Beginning July 1 Monthly	RESC XIII MEP Team	PFS reports are e-mailed to identified district contact staff
RESC XIII MEP Team coordinates with several federal, state, and local programs including The Texas Migrant Interstate Program (TMIP), Migrant Student Graduation Enhancement Program, Opportunities for Success for Out-of-School Youth (OSY), Project SMART to ensure services to Priority for Services Students.	Ongoing	RESC XIII MEP Team	E-mails Phone Logs AMS reports Documentation on file
Include PFS Action Plan information in district improvement plan	Follow DIP and CIP process	SSA Member District	PFS Action Plan attached to District Improvement Plan