Mission Statement
We challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizenship.

Board Goals (BG)
1. NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.
2. NEISD will provide and maintain safe, supportive, and equitable learning environments for our students.
3. NEISD campuses will serve as centers for community involvement.
4. NEISD will develop and promote positive relationships through communication, involvement, and partnerships with our community.
5. NEISD will emphasize character development and civic responsibility.
6. NEISD will continue to use best practices in its efficient and effective management of District resources.
7. NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.
8. NEISD will foster a culture of health and wellness among our students, staff, and community.

Transformation Goal
Participate in the district transformation process by ensuring the continued development of all the specific results implemented and evaluated throughout the previous three years of implementation.

Ongoing monitoring of District Instructional Improvement Plan will be completed by all responsible persons a minimum of one time per semester to determine if strategies are resulting in intended improvement of student performance.
Beliefs
In NEISD, we believe that...
- The purpose of a public education is to prepare and empower students to be responsible, productive, and effective citizens.
- Standardized testing is only one of many indicators of student success.
- Learning happens best in a safe, engaging, and relevant environment.
- Every person is uniquely capable and deserves the opportunity to be a lifelong learner.
- Strong partnerships among all members of the school community are essential for student success.
- The educators’ role is to facilitate learning and to foster caring, trusting relationships that maximize every student’s potential.
- Students deserve a highly effective team of educators who utilize a variety of tools and resources to support current and future learning environments.
- Students learn in many different ways.
- Enrichment activities beyond the classroom are vital in the development of the whole child.

Call to Action
NEISD’s lifelong learners succeed in the futures of their choosing with compassionate hearts, critical minds, and competitive spirits.

Learner Outcomes
Each individual learner will:
- Graduate prepared for the future of his/her choosing.
- Annually demonstrate measurable growth toward academic success.
- Compassionately serve his/her community each semester.

Year 1 Specific Results
1. Provide flexibility for campus-based decisions dependent upon students’ needs while maintaining curriculum consistency.
2. Integrate authentic technology training in a variety of ways at trainings, meetings, and functions, including content-specific professional development within the course of the workday.
3. Set expectations that all teachers and administrators are knowledgeable of and will effectively apply the purpose and intent of the North East Grading and Reporting Regulations into their assessment practices.
4. Provide an uninterrupted block of time for teachers to plan authentic learning experiences and/or to participate in professional development.
5. Create a learning environment that engages all students as learning leaders who make real world connections.
6. Increase awareness and support of the North East Educational Foundation.
7. Create various opportunities for students to access House Bill 5 (83rd Texas Legislature) Endorsement Course Offerings inside and outside the regular school day.
8. Create an awareness program to educate students and parents on magnet and vocational programs as well as college entrance requirements including Advanced Placement (AP), Pre-AP, SAT, PSAT, and ACT at both elementary and secondary level.
9. Redefine the district’s funding formula for allocating campus funds to create equitable funding opportunities for each campus.

Year 2 Specific Results
1. Establish a learning environment in which educators provide frequent opportunities for personalized learning.
2. Create lesson plans in each content area that focus on the incorporation of real world scenarios and situations relevant to the instructional state standards.
3. Ensure a stable infrastructure of both staff and hardware that is capable of supporting a one-to-one student/device ratio and/or BYOD (Bring Your Own Device) scenarios that enable staff and students to efficiently and effectively utilize technology.
4. Set expectations and support teachers in providing meaningful, frequent, individualized, two-way feedback, which will enable student ownership in learning.
5. Create the expectation for and nurture the teachers’ freedom to design authentic, engaging learning experiences.
6. Create, maintain, and/or promote student involvement programs at all levels to develop a 360-degree leader.
7. Implement leadership opportunities at the campus level that require community services hours and result in recognition.
8. Expand and strengthen the existing database of partnership contacts that can be accessed through a centralized system.
9. Expand our use of technology to make partnership opportunities readily accessible to partners and employees.

10. Implement a tangible resource plan district-wide to assist campuses that do not meet current district minimum standards for facilities, technology, equipment, library collections, and other resource program areas. Provide flexibility for campus-based decisions dependent upon students’ needs while maintaining curriculum consistency.

Year 3 Specific Results

1. Utilize project-based learning to integrate real world experiences in grades K-12 classrooms.
2. Provide avenues for the accessibility of additional devices through district funding, student purchases, partnerships, and/or grants in an attempt to reach a 1:1 student device ratio.
3. Coordinate distance learning experiences intended to bring “the world” into the classroom.
4. Utilize community members as resources for ongoing cultural awareness opportunities in classrooms.
5. Establish and promote distance learning opportunities to communicate and share cultural and academic experiences.
6. Offer service learning opportunities aligned with the scope and sequence for each subject area.
7. Schedule interactive time for students to explore future course pathways and/or career endeavors.
8. Create a district staffing plan to maximize human resources in areas of greatest need.
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| 1-1     | 1, 2, 6     | Math, Science English Language Arts and Reading, Social Studies, RtI, ELL | Provide research-based curriculum which ensures all students attain academic success by:  
- re-designing and aligning our current curriculum to a framework which includes common components across content areas and grade levels  
- incorporating best practices and strategies through collaboration with content areas, ELL, Special Education (SPED), technology, arts, Library Services, RtI, Career and Technical Education (CTE), Early Childhood (EC), and Gifted and Talented (GT)  
- providing ongoing professional development to ensure fidelity to the district frameworks, such as 4 Blocks, Readers and Writers Workshop, 5E (Engage, Explore, Explain, Elaborate, Evaluate) model, and 90/10 Dual Language framework | Increase State of Texas Assessments of Academic Readiness/End of Course (STAAR/EOC) performance at or above **Level II Approaches Grade Level** for all grades and all tests from 79% to 82%.  
(2015-2016 TAPR data) | August 2017 – July 2018 | Assistant Directors, Directors and Executive Directors for Curriculum and Instruction | Social Studies local funds ($60,000)  
ELAR local funds ($125,000)  
Math Elementary local funds ($30,000)  
Math Secondary local funds ($30,000)  
Science local funds ($50,000) |
| 1-2     | 1, 2, 6     | Math, Science (IR-SPED) English Language Arts and Reading (IR-African American, Economically Disadvantaged, ELL, and SPED writing), Social Studies (IR-SPED & ELL), RtI, ELL | Provide support for teachers to ensure the instruction students receive will result in positive student growth by:  
- implementing a student-centered coaching model for teachers and instructional support staff that promote self-reflection  
- implementing a Professional Learning Community (PLC) model to promote collective teacher efficacy  
- implementing Positive Behavioral Interventions and Supports (PBIS)  
- providing professional development on best practices including small group guided reading, workstations, teacher conferencing, goal setting, problem solving strategies, anchor charts, journals, word walls, differentiated instruction, Socratic Seminar, readers/writers workshop, Document-Based Questions (DBQ), etc.  
- embedding Arts Integration strategies  
- providing training on Tier 2&3 interventions  
- providing instructional resources that enhance student learning  
- ensuring teachers and students have timely access to online instructional materials | Increase STAAR percent of students that **meet or exceed** reach expected or **accelerated** progress for all grades and all tests from 64% to 67%  
A minimum of 60% of each student group in all content areas will the Approaches Grade Level STAAR standard  
(2015-2016 TAPR data) | August 2017 – July 2018 | Assistant Directors, Directors and Executive Directors for Curriculum and Instruction | Social Studies local funds ($115,000)  
ELAR local funds ($450,000)  
Science local funds ($480,000)  
Math Elementary local funds ($150,000)  
Math Secondary local funds ($150,000)  
Math Secondary Title II funds ($10,000)  
Math Elementary Title II funds ($47,000) |
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| 1-3     | 1, 2, 6     | Math, Science, English Language Arts and Reading, Social Studies Rti², & ELL                                                                                                                                                                                                                                                                                                                                                                                                  | Develop and maintain an assessment philosophy which supports differentiation for every student's individual needs by:  
- training and supporting the use of Eduphoria Aware for data debrief, collection, analysis, and making instructional decisions  
- providing exemplars of TEKS-aligned (Texas Essential Knowledge and Skills) assessment items  
- providing training around the development of formative, summative, and performance-based assessments used for student growth and feedback | 100% of content area teachers will be trained in the Eduphoria Aware data analysis  
100% of data debriefs will include disaggregated data reports from Eduphoria Aware  
(*2015-2016 TAPR data*)                                                                                                                                                                                                                                                                                                                                                                                                  | August 2017 – July 2018 | Assistant Directors, Directors and Executive Directors for Curriculum and Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Social Studies local funds ($50,000)  
ELAR local funds ($95,000)  
Math Elementary local funds ($25,000)  
Math Elementary Instructional Materials Allotment (IMA) for Assessing Math Concepts (AMC) ($80,000)  
Math Secondary local funds ($25,000)  
Science local funds ($20,000) |  |
| 1-4     | 2           | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Provide all students, K-12, with a safe environment in which to learn science by:  
- fully utilizing secondary safety officers and elementary points of contact (POCs)  
- completing necessary safety checklists and chemical inventories to include all required safety equipment  
- training teachers in implementation of the Texas Science Safety Standards | 100% of campus safety audits will demonstrate compliance with the safety standards  
Safety officer checklists will indicate that all laboratory classrooms have 100% of safety equipment required by the safety standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | August 2017 – July 2018 | Principals, Assistant Principals (Aps), Middle School (MS) Deans, Science Safety Officers, Safety Department Science Deans, Dept. Chairs, Coaches, and Program Supervisor                                                                                                                                                                                                                                                                                                                                 | Science local funds ($20,000)                                                                 |
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| 1-5     | 1, 2, 5     | Advancement Via Individual Determination (AVID) | Continue to strengthen the existing Advancement Via Individual Determination (AVID) system and improve attendance of AVID students by:  
- providing professional development (Summer Institute, Path AVID training, and teacher choice opportunities)  
- collaborating with core content departments to align AVID best practices with core content curriculum  
- using data to set AVID program goals  
- increasing elective enrollment through recruitment and parent education/involvement  
- moving toward school-wide AVID implementation at AVID middle and high schools  
- providing monthly newsletters for AVID  
- ensuring all AVID campuses meet the AVID certification requirements  
- ensuring at least 87% of AVID seniors will be accepted to a four-year university  
- exploring vertical alignment cluster opportunities  
- adding 7th grade AVID elective at Driscoll Middle School | Increase the average number of students in secondary AVID elective from 16 to 19 students per section  
Maintain or improve the AVID elective attendance rate of 96% | August 2017 – July 2018 | Director for C&I, Assistant Director for Academic Support, AVID Coordinators, Campus AVID Site Teams | AVID Secondary High School Allotment (HSA) funds ($812,564)  
AVID Elementary local funds ($110,371) |
| 1-6     | 2           | English Language Learners (ELL) | Ensure compliance with state and federal ELL mandates by conducting ELL Compliance and Language Proficiency Assessment Committee (LPAC) training for all clerks, points of contact, specialists and assistants. | NEISD will have 100% accuracy in LPAC documentation | August 2017 – July 2018 | Director and Assistant Director for compliance of ELL Programs, Campus Administrators, LPAC Members and POCs | |
| 1-7     | 7           | ELL           | Increase efforts in recruiting and retaining highly qualified teachers, Bilingual and English as a Second Language (ESL), by collaborating with the Human Resources (HR) Department and attending job fairs. | Representatives from the Bilingual Department will be present at 70% of the spring job fairs in which NEISD participates | August 2017 – July 2018 | Director and Assistant Director of ELL Programs, and HR Department | Local funds ($3,000) |

**PERFORMANCE AND PLANNING**

**Gifted and Talented (GT)**

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| 2-1     | 1, 2, 6     | Gifted and Talented | Increase the participation of economically disadvantaged and ELL students in the GT program by:  
- implementing new assessments, norms, and qualifying criterion  
- including Spanish language testing options through grade 8  
- clustering bilingual campuses where possible and assigning a bilingual GT teacher where possible  
- universally screening second grade students at Title I and low GT enrollment campuses using a nonverbal abilities test | Increase the number of economically disadvantaged and/or ELL students tested for GT by 3% | August 2017 – June 2018 | GT Coordinator  
GT Teachers, Bilingual Test Administrators, Counselors | Local funds ($5,000) |
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| 2-2     | 1, 2, 5, 6, 7 | Gifted and Talented | Strengthen the breadth, depth, and complexity of GT classes by:  
- offering sections of GT Pre-Calculus at each high school  
- offering GT elective courses at participating high schools  
- revising the secondary ELAR GT curriculum over the next 3 years beginning at high school level in conjunction with GT teachers and ELAR district staff  
- providing advanced GT professional development for all district GT teachers | 100% of GT teachers will complete at least six hours or more of advanced GT professional development | June 2017 – June 2018 | GT Coordinator, GT Teachers, Administrators | Local funds ($5,000) |
| 2-3     | 1, 2, 6, 7 | Gifted and Talented | Increase the number of GT trained teachers, administrators, and counselors by:  
- providing GT certification opportunities for general education teachers  
- offering teachers professional development opportunities using both traditional and online training models  
- participating in Region 20 GT Cooperative | A minimum of 1 teacher per grade level or department will have the 30-hour foundational GT training at all campuses | August 2017 – May 2018 | GT Coordinator, Campus Administrators, teachers | Local funds ($4,000) |
| 2-4     | 1 | Gifted and Talented | Raise parent awareness of the GT program and GT testing procedures and enrichment opportunities by:  
- including updated GT program information on the district webpage  
- ensuring all campus webpages have a link to the district GT program information  
- showcasing GT activities at campuses through social media such as district GT Twitter feed  
- launching a GT Parent Academy to offer learning and advocacy opportunities to the parents of gifted students | 100% of campus webpages will include a link to the GT website on District Links menu  
Ensure the GT website is updated a minimum of 1 time per month | August 2017 – June 2018 | GT Coordinator, GT Teachers, Technology Services, Principals | Local funds ($2,000) |

**Testing Services**

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| 3-1     | 2, 4, 6 | Testing Services and Benchmarks | Maintain the highest standards required for a statewide and local benchmark testing by:  
- monitoring and ensuring campuses are following Plan of Action (POA) as required for each previous serious testing irregularity  
- meeting with principal and Campus Testing Coordinator (CTC) as needed for subsequent testing irregularities  
- providing training to CTCs, district monitors, and campus benchmark coordinators on following state manuals and district guidelines/procedures  
- maintaining a log of errors on local benchmark assessments and implementing steps to ensure fewer incidents  
- providing opportunities for credit by exam in grades K-12 as required under Texas Education Code, §28.023 | Campuses will decrease procedural testing incidents by 10% this testing year  
100% of campus testing documentation will be accounted for and stored in Docuware  
100% of students that request credit by exam will have the opportunity as required by Texas Education Code | August 2017 – June 2018 | Director for Testing Services, Assessment Coordinator, Testing Specialist, Testing Analyst, Principals, CTC | Local funds |
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| 4-1 | 1, 2, 6 | Special Education (IR: Reading, Writing, Math, Science, Social Studies) | Improve State of Texas Assessments of Academic Readiness (STAAR) performance in all content areas (math, reading, writing, science, and social studies) of students with Individualized Education Program (IEPs) in grades 3-8 & End Of Course (EOCs) by:  
- developing and implementing standards based IEPs [Individuals with Disabilities Education Act - IDEA]  
- building teacher capacity in data analysis from multiple sources and the use of that data to inform and guide instruction and intervention (progress monitoring)  
- building teacher capacity in the determination and implementation of research-based instructional strategies, as identified through data analysis and individual and campus needs assessments (professional development)  
- developing resources and tools to support specially designed instruction [IDEA] (quality instruction)  
- training and utilization of instructional strategies, including content specific professional development to address Tier 1 instruction, intervention, acceleration, and remediation | STAAR passing rates for students with IEPs will meet system safeguards of 60% in all content areas | August 2017 - July 2018 | Special Education Administrative Team, Campus Principals, Special Education Teachers, Curriculum & Instruction Staff | Local funds ($7,000) |
| 4-2 | 1, 2, 6 | Special Education (IR – Graduation Rates) | Improve graduation rates for students with IEPs by:  
- developing and implementing standards based IEPs  
- analyzing credits and assessments for students who are identified as off-track to graduate with their 9th grade cohort and respond with actionable steps to remediate  
- collaborating with the Guidance Department to provide professional development for campus counselors and campus coordinators concerning courses and graduation plans | Performance-Based Monitoring Analysis System (PBMAS) graduation rate will increase from 80.6% to 82.5% (2015-2016 TAPR data) | August 2017 - July 2018 | Special Education Administrative Team, Campus Principals, Special Education Campus Coordinators, Special Education Teachers, Counselors, Guidance Services Director | Local funds ($1,000) |
| 4-3 | 1, 2, 5, 7 | Special Education | Improve student attendance rates for students with IEPs by:  
- addressing student needs that may impact attendance proactively through standards-based IEPs and case management  
- analyzing the absences and the associated reasons through data collection, student conferencing, and collaboration with the family/guardian  
- considering placement options through the Admission, Review, and Dismissal (ARD) committee that may improve the implementation of the IEP resulting in improved attendance | Attendance rates for students with chronic absentee rates will show an improvement of 1% increase in individual student attendance | August 2016 – July 2017 | Special Education Administrative Team, Campus Principals, Special and General Education Teachers | Local funds ($1,000) |
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| 4-4     | 1, 2, 5, 7  | Special Education | Provide legally required supports and protections to students with IEPs who demonstrate behaviors resulting in disciplinary action by:  
• ensuring these students are afforded the right to a Manifest Determination Review (MDR) when disciplinary placement in excess of 10 days is being considered based on the [IDEA] legal framework  
• creating and implementing Behavior Intervention Plans (BIP) and including them in their IEPs  
• collaborating with Curriculum and Instruction to provide professional development in PBIS  
100% of students with IEPs will have a record of MDR when disciplinary placement, in excess of 10 days, is considered  
100% of students with data indicating the need for a BIP will have an active plan recorded and implemented through the IEP  
PBMAS indicators related to disciplinary placements (17, 18 and 19) will be within standards set by the state of Texas  
• #17 discretionary Disciplinary Alternative Education Program (DAEP) placements < 1.0  
• #18 discretionary In-School Suspension (ISS) placements target < 10.0  
• #19 discretionary Out-of-School Suspension (OSS) placements target < 6.0 | August 2017 – July 2018 | Special Education Administrative Team, Campus Principals, Special and General Education Teachers, Behavior Facilitators, and campus teams, Pupil Personnel Staff, Curriculum & Instruction Staff | Local funds ($1,000) |
| 5-1     | 1, 2, 5, 7  | Dyslexia     | Increase reading performance of all students with dyslexia by:  
• providing dyslexia intervention using the research-based Orton-Gillingham programs, delivered by Instructional Intervention Teachers (IITs) at elementary and dyslexia itinerant teachers and designees at middle and high school  
• providing classroom accommodations to support reading as prescribed by the §504 or ARD committee  
• providing professional development for all teachers in identifying characteristics of and strategies for supporting students with dyslexia  
STAAR passing rates for students with Dyslexia will meet system safeguards of 60% in all content areas  
100% of students in K-2 will demonstrate growth on state approved measures | August 2017 – July 2018 | Director and Program Coordinator for Dyslexia, Itinerant Dyslexia Teachers, Assistant Director for Elementary ELAR, Campus based IIT’s and supporting teachers | Local funds - instructional materials ($50,000)  
Local funds - professional development ($10,000)  
State Comp Ed (SCE) funds – 2 Full Time Employee (FTE) teachers ($120,000) |
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| 5-2     | 1, 2, 5, 7  | Dyslexia, Section 504 | Provide legally required supports and protections to students supported with §504 who demonstrate behaviors resulting in disciplinary action by:  
- ensuring these students are afforded the right to a Manifest Determination Review (MDR) when disciplinary placement in excess of 10 days is being considered based on IDEA or §504 legal framework  
- creating and implementing Behavior Intervention Plans (BIP) and including them in their Individualized Accommodation Plan (IAPs)  
- collaborating with Curriculum & Instruction to provide professional development in PBIS | 100% of students with IAPs will have a record of MDR when disciplinary placement, in excess of 10 days, is considered  
100% of students with data indicating the need for a BIP will have an active plan recorded and implemented through the IAP | August 2017 – July 2018 | Special Education Administrative Team, Campus Principals, General Education Teachers, Behavior Facilitators, §504 district and campus teams, Pupil Personnel Staff, Curriculum & Instruction Staff | |

**TECHNOLOGY SERVICES**

**Instructional Technology, Network Technology, and Technology Support**

| 6-1     | 3, 6       | Technology Applications | Continue to improve digital communication by providing support to teachers and campus staff in the use of various digital learning tools and resources such as Google Apps for Education, virtual conferencing and teacher web presence e.g., Edmodo, Google Sites, Google Classroom, EduBlogs, Twitter, Facebook. | 100% of campuses will set minimum expectations for updating digital communication with parents and students | June 2017 – July 2018 | Principals, APs, Teachers, Instructional Technology Staff | Edublogs ($7,149)  
WebEx ($67,488) |
| 6-2     | 1          | Technology Applications | Ensure all NEISD professional teaching staff will continue to seek growth opportunities regarding State Board for Educator Certification (SBEC) Texas Technology Standards through professional development opportunities, such as traditional face-to-face, Texas Computer Education Association (TCEA) conferences, model teaching, online trainings (Google Classroom and Atomic Learning) and video conferencing (Cisco-Web EX.). | 100% of teachers will receive a score of Proficient in T-TESS dimension 1.4 (Activities, resources, technology and instructional materials are aligned to instructional purposes) | June 2017 – July 2018 | Principals, APs, Teachers, Instructional Technology Staff, Curriculum & Instruction Staff | Atomic Learning ($64,000)  
WebEx ($67,488) |
| 6-3     | 1          | Technology Applications | Ensure that students will meet the Texas Technology Standards by using authentic, appropriate technology for grade level content activities. | 100% of students will demonstrate mastery of technology standards, using a variety of available instructional technology solutions, as evidenced by student products and classroom lesson plans submitted to campus administration | June 2017 – July 2018 | Principals, APs, Teachers, Instructional Technology Staff | Atomic Learning ($64,000)  
Edublogs ($7,149.00)  
WebEx ($67,488)  
SMART Suite ($82,156) |
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<tr>
<td>6-4</td>
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<td>Technology Applications</td>
<td>Support the integration of technology in all content area curricula by modeling integration of the <a href="https://www.techair.org/">Texas Technology Standards</a> within the context of the instructional cycle during teacher planning periods, staff development days, and after school professional development events.</td>
<td>100% of classroom teachers will integrate technology where appropriate within the context of content area instruction as evident in lesson plans</td>
<td>June 2017 – July 2018</td>
<td>Academic and Instructional Deans, Principals, APs, Teachers, Instructional Technology Staff, Curriculum &amp; Instruction Staff</td>
<td>Atomic Learning ($64,000) Edublogs ($7,149.00) WebEx ($67,488) SMART Suite ($82,156)</td>
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<tr>
<td>6-5</td>
<td>2, 4, 5, 8</td>
<td>Technology Applications</td>
<td>Maintain a safe and supportive online environment and foster a culture of health and wellness among our students, staff and community, Technology Services by providing digital citizenship training for K-12 students and professional staff.</td>
<td>100% of staff and students will receive Digital Citizenship training</td>
<td>June 2017 – July 2018</td>
<td>Principals, APs, Teachers, Library Services, Instructional Technology Staff</td>
<td>Off contract stipend for Instructional Specialist ($1,000)</td>
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**Library Services**

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| 7-1     | 1, 2, 6     | Library Services | Increase relevancy and currency of all print collections in NEISD libraries through targeted weeding and collection development by:  
- identifying 35 library print collections that are older than the district average age of 2005 through collection analysis data from October 2016  
- meeting individually with target campus librarians to develop an individual collection development plan for targeted weeding  
- assisting librarians in creating lists which address campus needs and have copyright dates of 2015 or later  
- purchasing print titles from the lists created to improve the currency and relevancy of targeted campus collections | 100% of library print collections will be at a minimum average age of 2005 | June 2017 – June 2018 | Library Services, Librarians | Bond funds ($200,000) |
<p>| 7-2     | 1, 3, 4, 6  | Library Services | Increase community awareness of how school library programs affect student achievement by promoting the library program through a monthly Smore newsletter distributed to the school community to increase awareness of how instruction in the library affects student achievement | 100% of librarians will create and distribute to the school community a monthly Smore newsletter, which promotes library programming affecting student achievement | June 2017 – June 2018 | Library Services, Librarians | Bond funds ($2,000) |</p>
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| 7-3     | 1, 2, 6     | Library Services | Increase opportunities for students to experience exploratory learning in the classroom through:  
- creating exemplary lessons aligned with TEKS which incorporate exploratory learning design  
- providing lessons through the library that can be taught in the classroom which align with TEKS and incorporate exploratory lesson design  
- circulating exploratory learning materials through the library to classroom teachers | 100% of campus librarians will have access to exemplary lessons | June 2017 – June 2018 | Library Services, Instructional Technology staff, Librarians | Bond funds ($5,000) |
| 7-4     | 1, 2, 6     | Library Services | Increase reading comprehension and fluency at targeted campuses by developing a campus specific digital reading collection through:  
- creating OverDrive digital collections for two middle schools and two elementary schools  
- maintaining collections through collection development based on student and staff recommendations  
- tracking reading comprehension and fluency through benchmark testing and anecdotal records | Benchmark reading scores will increase by 10% at targeted campuses | June 2017 - June 2018 | Library Services, librarians at White MS, Walzem ES, and Larkspur ES | Bond funds (260,000) |

**LEARNING SUPPORT SERVICES**

**Early Childhood Education (ECE)**

| 8-1     | 1, 2, 6 | Early Childhood (EC) | Increase student achievement and kindergarten readiness by supporting a developmentally appropriate instructional program through implementation of a curriculum that addresses all of the *Texas Prekindergarten Guidelines (2015)* by:  
- utilizing and providing guidance on the district scope and sequence/Texas Prekindergarten Guidelines  
- providing professional development on research-based instructional practices including:  
  - ongoing classroom coaching by Early Childhood (EC) instructional specialists  
  - new teacher half-day focus sessions  
- maintaining a student teacher ratio of 1:11  
- utilizing progress monitoring data to identify areas of need | 80% of prekindergarten teachers will attend two or more scope & sequence professional development sessions  
90% of prekindergarten students meet or exceed the recommended learning outcomes  
95% of prekindergarten classes will meet 1:11 teacher student ratio | August 2017 - June 2018 | Assistant Director for Early Childhood Education (ECE), EC Instructional Specialists, Prekindergarten Principals, Prekindergarten teachers, Prekindergarten Paraprofessionals | Local funds ($10,000)  
SCE Funds 30.5 paraprofessional Full Time Employees (FTEs) ($2,000,000) |
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<td>8-2</td>
<td>1, 6, 7</td>
<td>Early Childhood</td>
<td>Increase student achievement and kindergarten readiness by ensuring that prekindergarten teachers meet or exceed the <em>House Bill (HB) 4 High-Quality Teacher</em> requirements by providing a minimum of 40 hours of professional development that address all ten domains in the <em>Texas Prekindergarten Guidelines (2015)</em>. The professional development will be provided through: • face to face, hybrid, and online professional development • instructional support pull outs, after school sessions, and Super Saturday • new teacher half-day focus sessions • domain specific professional learning networks</td>
<td>100% of prekindergarten teachers will have an opportunity to attend at least 40 hours 100% of prekindergarten teachers will meet or exceed the HB 4 High Quality Teacher requirements</td>
<td>August 2017 - June 2018</td>
<td>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers</td>
<td>Title II funds ($10,000)</td>
</tr>
<tr>
<td>8-3</td>
<td>1, 2, 5, 8</td>
<td>Early Childhood</td>
<td>Increase student achievement and kindergarten readiness by supporting a social and emotional learning (SEL) curriculum framework by: • providing professional development specific to the SEL curriculum framework • utilizing support from by nationally recognized consultants • ensuring ongoing classroom coaching by EC instructional specialists</td>
<td>100% of prekindergarten teachers will have an opportunity to attend a minimum of twelve hours of SEL professional development Prekindergarten office discipline referrals will decrease by 5%</td>
<td>August 2016 - June 2017</td>
<td>Assistant Director for ECE, EC Instructional Specialists, Prekindergarten teachers</td>
<td>External Pre-K 4 SA Grant ($113,000)</td>
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<td>9-1</td>
<td>1, 6</td>
<td>World Languages</td>
<td>Increase the number of students who are using the target language in the classroom by: • providing a proficiency-based approach in the classroom where the target language is used for the majority of the class period by both teacher and students in all levels, including Levels I and II • providing teachers training on high-yield strategies for teaching a world language</td>
<td>100% of Teachers will attend at least 1 training about proficiency-based instruction Teachers will use the target language a minimum of 90% of the time during a class period</td>
<td>August 2017 – June 2018</td>
<td>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs</td>
<td>Local funds ($30,000)</td>
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<td>9-2</td>
<td>1, 6</td>
<td>World Languages</td>
<td>Increase the number of students who are meeting or surpassing classroom performance objectives by: • including the vocabulary development process for all students using research-based strategies • providing teachers with performance objectives, curriculum frameworks, and staff development including performance-based strategies and assessments • maintaining a world language web page containing curriculum and resources</td>
<td>Common departmental semester exams (or other appropriate assessments) will indicate that 100% of students are meeting or surpassing performance objectives</td>
<td>August 2017 – June 2018</td>
<td>Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs</td>
<td>Local funds ($30,000)</td>
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| 9-3     | 1, 6        | World Languages | Increase the number of students meeting or surpassing proficiency goals by:  
1. implementing an instructional program in all languages that is based on national, state, and district proficiency goals and articulated performance objectives  
2. providing teachers with instructional pathways, performance objectives, instructional activities, and staff development in researched-based strategies | Common departmental semester exams (or other appropriate assessments) will indicate that 100% of students are meeting or surpassing proficiency goals | August 2017 – June 2018 | Assistant Director for World Languages, Director for Learning Support Services, World Languages Department Chairpersons, Teachers, Principals, APs | Local funds ($50,000) |

**At-Risk**

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| 10-1    | 1, 6        | Accelerated Education At-Risk | Build student achievement, higher student participation, and improve personal relationships with teachers for students that are at risk of dropping out by reducing the teacher-student ratio through:  
1. providing 15 State Compensatory Education (SCE) teachers on elementary campuses with high at risk populations  
2. providing 6 SCE teachers at middle school campuses with high at risk populations  
3. providing Prekindergarten Instructional Assistants to maintain a 1-11 student ratio | 100% of campuses with SCE support will maintain lower teacher-student ratios | August 2017 – June 2018 | ES and MS Principals, Assistant Director for SCE | SCE FTEs  
15 ES ($1 million)  
6 MS SCE teachers ($390,000)  
30.5 ES PK Instructional Assistants ($2 million) |
| 10-2    | 1, 6        | Accelerated Education At-Risk | Promote quality instruction, build student achievement, improve individual attention, higher student participation, and develop personal relationships at the secondary level with students who are at a greater risk of dropping out by maintaining the additional full time employees needed to reduce the teacher-student ratio in alternative education settings such as:  
1. Alternative MS  
2. Alternative HS  
3. Academy of Creative Education (ACE)  
4. Middle School Launch to 9th (MSL-9) programs | 90% of students attending school at an alternative education setting will successfully complete their course work and approach proficiency in math and reading on the state assessment | August 2017 – June 2018 | Academy for Creative Education (ACE), Principal, Alternative MS/HS Administration, MSL-9 Teachers, Assistant Director for SCE | SCE FTEs  
ACE ($1.2 million)  
Alternative MS ($1.1 million)  
Alternative HS ($2.1 million)  
2 MS MSL-9 ($130,000)  
2 HS MSL-9 ($130,000) |
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<td>10-3</td>
<td>1, 6</td>
<td>Accelerated Education At-Risk: Drop-Out Reduction</td>
<td>Ensure that all at-risk students have the opportunities to increase their performance on state assessments and improve their ability to receive course credit by: • providing face-to-face supplemental tutoring • implementing accelerated instruction for Credit Protection, Credit Recovery and/EOC Preparation (HS) • implementing accelerated instruction for Course Protection, Course Recovery as well as Credit Protection and Credit Recovery (MS) • providing STAAR Success Workshop in English, reading, math, science and social studies for students who have failed the state assessment • providing an Instructional Interventionist Teacher (IIT) to work with at risk students in reading (ES) • providing Student Success Initiative (SSI) Math and Reading teachers to all MS campuses</td>
<td>100% of students enrolled in credit recovery courses will successfully complete the course 100% of students receiving supplemental tutoring will meet the STAAR growth measure or are at approaching proficiency in math and reading reach expected or accelerated STAAR progress or perform at or above Approaches Grade Level in-math and reading</td>
<td>June 2017 – June 2018</td>
<td>Principals, APs, Academic and Instructional Deans, SSI Teachers, Instructional Intervention Teachers, Achieve Teachers, Assistant Director for SCE, Class size reduction teachers, Permanent Substitute</td>
<td>State Compensatory Education - Empowering Dreams (SCE-ED) ($790,000) SCE FTEs 15 Achieve Teachers ($975,000) 48 IIT’s ($3.2 million) 18 Permanent Substitute Employees Lee and Roosevelt Cluster (1.2 million) 38 SSI Math and Reading MS teachers ($2.5 million)</td>
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<td>10-4</td>
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<td>Accelerated Education At-Risk</td>
<td>Provide at-risk students additional instructional time and opportunities to master state content and performance standards beyond the required instructional days through opportunities provided in Summer School and SSI Academy.</td>
<td>100% of participating students will attend a minimum of 90% of the program days</td>
<td>June 2017 August 2017</td>
<td>Summer School Principals, Exec. Directors of Learning Support Services and Curriculum Instruction</td>
<td>Title I funds ($400,000) Title I Co-op ($93,327)</td>
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<td>10-5</td>
<td>3</td>
<td>Accelerated Education At-Risk</td>
<td>Provide opportunities to close achievement gaps for students enrolled in private, nonprofit schools by: • providing identified students the opportunity to receive supplemental instructional services • monitoring quarterly and annual documentation/evaluation reports provided by Region 20 through a shared services agreement for implementation of required services and progress on program goals</td>
<td>Quarterly reports will reflect 100% implementation of required services Annual documentation/evaluation report will reflect 100% of the campuses have met the program goals</td>
<td>August 2017 June 2018</td>
<td>Assistant Director for Learning Support Services, Assistant Director for ELL, Private Non-Profit Campus Contact, Region 20 Cooperative At-Risk Campus Coordinator</td>
<td>Title III funds-in-kind only</td>
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<td>10-6</td>
<td>1, 6</td>
<td>Accelerated Education At-Risk IR – Graduation Special Ed, ELL, and African American</td>
<td>Increase and improve the academic success and graduation rates of students with diverse needs (including ELL, migrant students, students with disabilities, and disadvantaged students) by having support staff provide:  - Bilingual/ESL assistants to support middle and high school campuses  - professional development on research-based educational programs  - model teaching, coaching, after school support, Super Saturday sessions, intervention programs</td>
<td>100% of At-Risk students will meet or are approaching proficiency in math and reading on the state assessment  Increase the graduation rates of targeted student groups (including ELL) to a minimum of 93.5%</td>
<td>August 2017 June 2018</td>
<td>MS and HS Principals Learning Support Services Assistant Directors, Curriculum and Instruction, Instructional Specialist, ECE Assistant Director, ECE Specialists Migrant Coordinator At-Risk Campus Coordinator</td>
<td>SCE FTEs  - 27 Bilingual/ESL HS and MS Assistants ($1.8 million) Title II funds ($428,302)</td>
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<td>10-7</td>
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<td>Family Engagement At-Risk</td>
<td>Improve student academic achievement and increase family and community involvement by providing a family specialist at campuses with a high percentage of at-risk students. The family specialist will implement effective family engagement activities such as:  - Parent Academy classes at various times of the year  - Family Engagement Training once a year at the District level  - Parent Academy Achievements recognized at the end of the year  - support to families in crisis using in-district and community social services</td>
<td>Family Engagement participation will increase by 5% at each Title I/ Bilingual campus that has a Family Specialist  Graduate a minimum of 15 ES and 12 MS/HS parents from Parent Academy at each campus  Increase participation at Family Engagement Training by 15 parents per campus</td>
<td>August 2017 June 2018</td>
<td>Principals Family Engagement Liaison, and Counselors, at Title I and Bilingual Campuses Director for Federal Programs, Assistant Director for SCE, Family Specialists At-Risk Campus Coordinator</td>
<td>SCE FTEs  - 15 SCE Family Specialist ($1 million)  - 17 Title I Family Specialist ($1.3 million)</td>
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<td>10-8</td>
<td>1, 6</td>
<td>Migrant, At-Risk</td>
<td>Ensure the success of migrant and at risk students by:  - providing supplemental services  - ensuring all eligible migrant families residing in the district are properly identified, recruited, and served  - maintaining proper completion of Certificate of Eligibility (COE)</td>
<td>100% of Migrant students will meet or are approaching proficiency in math and reading on the state assessment  100% of COEs will have 0 errors</td>
<td>August 2017 June 2018</td>
<td>Assistant Director for SCE/Migrant At-Risk Campus Coordinator Campus Principal</td>
<td>Migrant Funds ($53,511)</td>
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<td>11-1</td>
<td>1, 3, 4</td>
<td>Guidance</td>
<td>Increase college and career awareness for all students by: • requiring all elementary, middle, and high school counselors to advise students and parents regarding the importance of rigorous curriculum choices, higher education admissions, and financial aid opportunities • requiring all middle and high school counselors to advise students and parents regarding the advantages of graduating on the Foundation High School Program with one or more endorsements and the Distinguished Level of Achievement [House Bill 5, 83rd Texas Legislature] • educating students and parents regarding the Texas Grant Program and automatic admission to certain institutions [TEC §§ 33.007] • providing access to Kuder Program to all 8th grade students as part of House Bill 18</td>
<td>100% of secondary students will complete an IGP (Individual Graduation Plan) 100% of the 8th graders will have access to the Kuder Program Elementary school counselors will provide information to 100% of students regarding the importance of higher education</td>
<td>August 2017 – June 2018</td>
<td>School Counselors, Guidance Coordinator, Director for Guidance Services</td>
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<td>11-2</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>Guidance</td>
<td>Implement a comprehensive developmental guidance and counseling program for all students by: • including the four (4) components (guidance curriculum, responsive services, individual planning and system support as outlined by the Texas Education Agency) [TEC §§ 33.005] • ensuring school counselors for grades K-12 meet with community members, parents, and students (in classrooms, small groups, and individually)</td>
<td>100% of students will have access to appropriate activities in each of the four guidance components, implemented by the guidance counselors</td>
<td>August 2017 – June 2018</td>
<td>School Counselors, Guidance Coordinator, and Director for Guidance Services</td>
<td>Local funds ($30,000)</td>
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<td>11-3</td>
<td>2, 3, 5, 6, 7, 8</td>
<td>Health Services, Guidance Services, Health and PE, Safe and Drug Free School, and HR</td>
<td>Increase awareness and prevention techniques for all students and school personnel regarding the warning signs of sexual abuse and other maltreatment of children (Jenna’s Law House Bill 1041 and Senate Bill 471) by: ▶ providing access to education/training for all parents, staff and students annually (Guidance lessons for K–12) ▶ placing brochures for “10 Signs of Child Abuse”, “What to Say and Do If You Suspect Child Abuse”, “ChildSafe Information Guide for Families” and the link to the ChildSafe website in both English and Spanish on the NEISD Guidance website ▶ providing mandatory training at August Leadership to all campus employees facilitated by campus nurses and school counselors using the power point “Keeping Children Safe”, which includes awareness and prevention techniques on Jenna’s Law, child abuse, suicide prevention, and other maltreatment of children ▶ providing access to the required suicide prevention training “Kognito” and requiring signature of completion for all new hires facilitated by Human Resources ▶ ensuring training also includes actions, avenues for obtaining assistance, interventions, and available counseling options for children who are a victim of sexual abuse or other maltreatment</td>
<td>100% of students will be provided a presentation annually pertaining to sexual abuse, child abuse, suicide prevention, and other maltreatment</td>
<td>August 2017 – June 2018</td>
<td>Campus Nurses, School Counselors, STAN Counselors, Health/PE, Campus Administrators, and Human Resources</td>
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**College and Career Readiness**

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<td>12-1</td>
<td>1, 2, 4</td>
<td>College/ Career Readiness: Establish College Awareness</td>
<td>Provide a College and Career Readiness program to all students on all secondary campuses by: ▶ providing students access to college information through MyRoad and Big Future ▶ maintaining a college prep and career awareness and preparedness website: College Bound Resources ▶ providing access to online test prep material for Texas Success Initiative (TSI), Advanced Placement (AP), PSAT, SAT, and ACT (Shmoop)</td>
<td>Increase high school student on-line test prep participation by 2% as measured by district wide usage reports</td>
<td>August 2017 – July 2018</td>
<td>College and Career Readiness Coordinator, Director of Guidance Services, CTE Director, Campus Counselors</td>
<td>Local funds Shmoop ($33,000) PSAT Blitz ($22,000)</td>
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<tr>
<td>12-2</td>
<td>1, 2, 4</td>
<td>Establish College Readiness Partnerships and Participation</td>
<td>Increase students’ opportunities to earn college credit through AP and Dual Credit courses by maintaining and expanding partnerships with institutions: College Board, San Antonio Education Partnership (SAEP), and Alamo Colleges.</td>
<td>Campuses will increase the total number of students in AP courses by 2% and increase student participation in the Dual Credit program by at least 2%</td>
<td>August 2017 – July 2018</td>
<td>College and Career Readiness Coordinator, APs for Instruction, Dual Credit and AP Teachers, and Alamo Colleges’ Personnel</td>
<td>Local funds SAEP ($75,000) Dual Credit ($25,000)</td>
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<td>Section</td>
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| 12-3    | 1, 6        | College and Career Readiness Closing Gaps | Close achievement gaps on AP exams for underrepresented student groups to include economically disadvantaged, ELLs, SPED, African American, American Indian, and Hispanic students in advanced academic courses by:  
- providing professional development of best practices in all content areas  
- administering the PSAT to grades 9, 10, and 11  
- using the AP Potential report to identify students who may not have taken any AP courses | Increase the number of underrepresented students scoring at least a 3, 4, or 5 on AP exams by 2% | August 2017 – July 2018 | Assistant Directors for Curriculum and Instruction, College and Career Readiness Coordinator, Director for Curriculum and Instruction, Instructional Deans, Department Chairpersons, and Teachers | Local funds  
PSAT ($167,000) |
| 12-4    | 1, 2, 4     | Enhance College Readiness Performance | Increase students’ college readiness skills by:  
- providing opportunities to take college preparatory assessments (PSAT, SAT/ACT, TSI, AP exams)  
- offering SAT/ACT/TSI test administrations at all high school campuses throughout the year | Increase the number of seniors who are TSI exempt by 2%  
Increase the AP exam participation by at least 2% | August 2017 – July 2018 | College and Career Readiness Coordinator, Director of Guidance Services, Campus Counselors, Assistant Directors for Curriculum and Instruction | Local funds  
AP exams ($680,000)  
TSI Units ($15,000) |

### Computer Science

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</table>
| 13-1    | 1, 6        | Computer Science | Increase the success of students in Computer Science, promote rigor and relevance, and increase number of student qualifying as college and career ready by:  
- redeveloping scope and sequences for all courses (excluding Independent Studies) and posting on the web by the end of the 2017-18 school year  
- redesigning the Computer Science AP curriculum to align with the Computer Science AP test  
- piloting a new Computer Science course (Fundamentals of Computer Science) in middle school for high school credit | 100% of all Computer Science courses will have a new Scope and Sequence  
2% increase in students passing the Computer Science AP tests  
2 middle schools will offer the new Computer Science course | August 2017 – June 2018 | Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education | Local funds  
($15,000) |

### Career and Technical Education (CTE)

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</table>
| 14-1    | 1, 7        | Career & Technical Education | Ensure appropriate placement in CTE courses and programs of study and increase the number of students who receive industry certifications/licensure by:  
- expanding opportunities for teachers to obtain training  
- equipping teachers with the new curriculum resources  
- providing professional development related to student placement options during counselor, special education coordinators and case managers monthly meetings | 3% increase of students obtaining industry certifications and licensures  
100% of secondary lead counselors and special education coordinators will receive CTE professional development | August 2017 – May 2018 | Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded) | Federal Perkins Grant ($60,000)  
CTE State funds ($25,000) |
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<tr>
<td>14-2</td>
<td>1, 6</td>
<td>Career &amp; Technical Education</td>
<td>Promote effective college and career planning for students by: • requiring all 8th grade students to complete the online career investigation assessment • providing continued student access to career investigation and planning resources online and through Career and Technical Education courses</td>
<td>100% of secondary students will have access to career investigation resources 100% of all 8th grade students will access online career investigation resources</td>
<td>August 2017 – April 2018</td>
<td>Senior Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded)</td>
<td>Federal Perkins Grant ($13,000)</td>
</tr>
<tr>
<td>14-3</td>
<td>1, 6</td>
<td>Career &amp; Technical Education</td>
<td>Improve CTE students success in academic courses by providing professional development related to integrating the following strategies into CTE course curriculum: • differentiated instruction • core academic TEKS • College &amp; Career readiness standards</td>
<td>100% of all CTE teachers will complete professional development</td>
<td>August 2017 – June 2018</td>
<td>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator – Career Readiness (Federally funded)</td>
<td>Federal Perkins Grant ($10,000) Portion of FTE funded by federal funds</td>
</tr>
<tr>
<td>14-4</td>
<td>2, 6, 8</td>
<td>Career &amp; Technical Education</td>
<td>Provide students with a safe learning environment by training CTE teachers on effective implementation of safety procedures for all CTE facilities and programs.</td>
<td>100% of CTE teachers will attend safety training sessions and workshops 100% of all CTE labs will be audited for safety issues</td>
<td>August 2017 – June 2018</td>
<td>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education</td>
<td>CTE State funds ($500)</td>
</tr>
<tr>
<td>14-5</td>
<td>1, 6</td>
<td>Career &amp; Technical Education</td>
<td>Expand and improve student participation in the CTE program by: • initiating the process of integrating new CTE adopted curriculum • redeveloping scope and sequences for all CTE courses (excluding some Project Based learning courses and practicum courses that are designed around the individual student’s project plan) and posting on the web by the end of the 2017-18 school year • implementing the first year of new transportation program at Career and Technical Center (CTEC) by marketing and advertising Diesel Technology and Aerospace programs of study to obtain full enrollment</td>
<td>100% of all CTE courses will have a new Scope and Sequence 100% all seats filled in both the Diesel and Aerospace programs of study</td>
<td>August 2017 – June 2018</td>
<td>Senior Director for Career and Technical Education, Assistant Director for Career and Technical Education, Program Coordinator</td>
<td>CTE Federal funds ($120,000) CTE local fund ($100,000)</td>
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</table>
| 15-1    | 1, 2, 5     | Leadership Development | Integrate leadership and real world connections, so that campuses, departments, classrooms, and individual students have successful goal-setting opportunities and training by providing opportunities for every school to access engaging programs such as:  
- Leader in Me  
- AVID  
- Student Council  
- Peer Assistance Leadership and Service (PALS)  
- Unity Club  
- Athletics  
- Fine Arts  
- Junior Reserve Officer Training Corps (JROTC)  
- After school clubs  
- Campus/Department/classroom Goal Setting program  
- etc. | 100% of traditional campuses have embedded programs integrating leadership and real-world connections in their Campus Instructional Improvement Plan (CIIP) | June 2017 – June 2018 | Principals, Senior Director of Leadership Development | |
| 15-2    | 1, 2, 5, 8  | Safe and Drug Free Schools, Guidance Services, Human Resources | Maintain expertise and expand learning to benefit students and staff, in collaboration with Guidance Services, by providing professional development opportunities based on needs assessment for Student Teacher Assistance Network (STAN) Counselors, District Crisis Team, and SDFS Campus Contacts, so that counselors provide training to their home campuses related to the following topics:  
- reduction of violence, verbal aggression, sexual harassment and other forms of bullying, including cyber-bullying ([HB 1942](http://example.com/hb1942))  
- harmful effects of tobacco, alcohol, and other drugs  
- improvement of school safety through conflict resolution training  
- implementation of the Suicide Prevention policy  
- suicide prevention and mental health ([HB 2186](http://example.com/hb2186))  
- teen dating violence ([TEC §§37.0831](http://example.com/tec370831)) | Evaluations from SDFS Campus Contact training will indicate Exceeds Expectations in 95% of the responses  
100% of campuses will include goals and strategies for prevention and intervention in their CIIP  
Professional development needs assessment will be provided to 100% of SDFS Campus Contacts  
Participating campuses’ discipline referrals will be reduced by 1% | June 2017 – July 2018 | Principals, Counselors, STAN Counselors, Senior Director of Leadership Development and Safe and Drug Free Schools, Director of Guidance Services, Director of Human Resources | Local funds ($120,000) |
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<td>15-3</td>
<td>2, 5, 7</td>
<td>Safe and Drug Free Schools</td>
<td>Continue to improve safe and drug free initiatives by providing STAN counselors to all high schools and select middle schools who will:  - provide prevention and intervention support to their students (including those assigned to Alternative MS/HS) relating to grief, anxiety, drug and alcohol abuse, and dealing with repercussions of violence  - explore and attend training on best practices to develop components and/or programs that address violence, bullying, and alcohol prevention  - provide training to SDFS Campus Contacts</td>
<td>100% of students at participating campuses will have access to prevention activities and guidance and intervention counseling sessions 100% of the SDFS Campus Contact Training days will include training on violence prevention or drug and alcohol prevention</td>
<td>June 2017–July 2018</td>
<td>STAN Counselors, Director of Leadership Development and Safe and Drug Free Schools</td>
<td>SCE funds - 11 FTEs ($630,000) Local funds ($15,000)</td>
</tr>
<tr>
<td>15-4</td>
<td>1, 2, 4, 5, 6</td>
<td>Safe and Drug Free Schools and Leadership Development</td>
<td>Develop and support student leadership and service in secondary schools by coordinating a Peer Assistance Leadership and Service (PALS) program at each secondary campus which includes:  - providing teacher and student PALS training and mediation training  - assigning a minimum of 2 students from feeder or home campuses to each PALS student  - completing additional service projects in their communities, campuses and/or their feeder schools</td>
<td>100% secondary campuses will have a PALS program 100% of PALS students will participate in mentoring and service projects</td>
<td>June 2017 – July 2018</td>
<td>PALS Teachers, Secondary Principals, Counselors, Director of Leadership Development and SDFS</td>
<td>Local funds ($115,000)</td>
</tr>
<tr>
<td>16-1</td>
<td>2, 5, 8</td>
<td>Discipline Management</td>
<td>Ensure communication regarding behavior responsibilities and expectations as outlined in the district Student Code of Conduct, highlighting bullying and harassment by:  - documenting communication with students, parents, and the community through avenues, such as meetings, newsletters, campus websites, and posting the district student code of conduct in the main office areas and document this communication  - confirming all parents are aware and have access to the online District Student/Parent (S/P) Handbook  - providing a hard copy to any parent if needed or requested  - requiring parents, including parents of newly enrolled students, to sign and return the S/P Handbook Acknowledgement Form and ensuring forms are kept on file in the administration office  - notifying parents when a student has been referred to an administrator and has been found to be in violation of the student code of conduct within 24-hours of the incident by phone or in person (If a parent is unable to be contacted, information regarding the behavior will be mailed home)</td>
<td>100% of campuses will document the means of communication with students, parents, and their community 100% of our parents will return the S/P Handbook Acknowledgement Form 100% of parents will be contacted within 24 hours of a referral if the student has been found to be in violation of the Student Code of Conduct</td>
<td>August 2017 – June 2018</td>
<td>Executive Director of Student Support Services, Director of Pupil Personnel, Campus Principals, Campus Behavior Coordinator, and APs</td>
<td></td>
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<td>16-2</td>
<td>1, 5</td>
<td>Student Attendance</td>
<td>Improve student attendance by effectively: • contacting parents to communicate concerns via multiple communication avenues such as: phone, email, parent portal, mail, or face-to-face conferences • developing a District Individual Attendance Plan with students who have 5 or more unexcused absences • using District Attendance Officers to make parent contacts and home visits • reaching out to Bexar County Municipal Court for additional support as needed</td>
<td>100% of parents of students with attendance and tardy issues will be contacted by school personnel by one or more ways of communication Improve our District Attendance rate by 0.2%</td>
<td>August 2017-June 2018</td>
<td>Campus Administrators, District Attendance Officers, Director of Pupil Personnel</td>
<td>SCE funds ($202,640)</td>
</tr>
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<td>16-3</td>
<td>3, 5</td>
<td>Dropout / Leaver / Prevention / Retention</td>
<td>Reduce the number of errors in reported Leavers by: • documenting the appropriate state leaver codes • providing continuous support and training on specific procedures for campus personnel/administrators involved in the leaver/withdrawal process • monitoring withdrawal documentation using the RightFax System</td>
<td>100% of secondary administrators will be trained at August Leadership, mid-year, and end of year</td>
<td>August 2017 – June 2018</td>
<td>Director of Family Support Services, Principals, Campus Dropout Leaver Coordinators, Campus Data Processors</td>
<td>Title I Set Aside ($30,000) MVGrant ($90,986) Title I fund ($123,689)</td>
</tr>
<tr>
<td>16-4</td>
<td>3, 4</td>
<td>Dropout / Leaver / Prevention / Retention</td>
<td>Reduce the number of dropouts by: • supporting campus leadership teams in locating dropouts, • researching innovative dropout prevention programs, implementing effective programs, and • monitoring Leavers coded 98 on a daily basis through the District and Campus web application</td>
<td>Decrease the number of Leavers coded 98 by 35 students</td>
<td>August 2017 – June 2018</td>
<td>Director of Family Support Services, Principals, Campus Dropout Leaver Coordinators</td>
<td>MVGrant ($90,986)</td>
</tr>
<tr>
<td>16-5</td>
<td>3</td>
<td>Accelerated Education At-Risk</td>
<td>Improve student performance and attendance rates for school age parents by: • identifying and enrolling students in need of support in the School-Age Parenting Program (SAPP) • providing dropout intervention • using Target 10 intervention strategies which provide focused support for highest needs students</td>
<td>100% of school-age parenting students will remain in school and improve attendance from 85% to 87%</td>
<td>August 2017 – June 2018</td>
<td>Director of Family Support Services and School-Age Parenting Case Manager/Instructors</td>
<td>SCE funds ($202,640)</td>
</tr>
<tr>
<td>16-6</td>
<td>1, 3, 6</td>
<td>Accelerated Education At-Risk</td>
<td>Promote the academic success of homeless students by: • ensuring students have access to all Title I programs • ensuring timely and immediate enrollment • providing academic interventions and campus support as defined in the Public Law 107-110 McKinney-Vento Homeless Education Assistance Improvements Act of 2001</td>
<td>100% of students identified as homeless will receive services and academic support to increase attendance from 91% to 93%</td>
<td>August 2017 – June 2018</td>
<td>Director of Family Support Services and McKinney Family Liaisons</td>
<td>MVGrant ($90,986)</td>
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### Fine Arts

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</table>
| 17-1    | 1, 2, 4, 7  | Fine Arts    | Continue to provide Fine Arts opportunities to prepare students for 21st century skills and rigorous college coursework by:  
- integrating Fine Arts curriculum into core subjects  
- tracking Fine Arts students for enrollment in advanced courses, top ten ranking, and graduation rate  
- ensuring advanced students who meet the prerequisite will be eligible for AP music theory and AP art  
- providing mentorship for students through the district private lesson program and master class workshop in partnership with universities | 100% of students will have access to an integrated curriculum and will be tracked for enrollment in advanced courses, top ten ranking and graduation rate  
100% of advanced students who meet the prerequisite will be eligible for AP music theory and AP art | August 2016 – May 2017 | Fine Arts directors, campus directors, campus faculty, and staff | Student Activity and Campus Activity (SAF/CAF) funds Booster club fundraising Fine Arts resources ($75,000) |
| 17-2    | 1, 2, 3, 4, 7 | Fine Arts    | Maintain a quality Fine Arts program by:  
- providing opportunities for concerts, exhibits, revues and other public performances, such as Evening With Strings, One Singular Sensation, Young Masters, Night Gallery, Fall Marching Festival, school musicals, University Interscholastic League (UIL) academics, art contests, one-act play contests, and speech contests  
- providing opportunities for competitions that result in student success and scholarship opportunities | 100% of Fine Arts students have opportunities to participate in large district, state and national event performances  
100% of participating students are guided by teachers to prepare for competitive events and scholarship opportunities | August 2016 – June 2017 | Fine Arts directors, campus directors, campus faculty, and staff | SAF/CAF funds, booster club fundraising, Fine Arts resources ($500,000) |
| 17-3    | 1, 8        | Fine Arts    | Provide Fine Arts students opportunities for character development and civic responsibility by:  
- ensuring that curriculum is focused on team building, problem solving, critical thinking, and personal responsibility  
- partnering with community organizations, such as Battle of the Bands, Jazz Festival, Fiesta poster contests, community events, and civic events | 100% of Fine Arts staff will seek opportunities for student participation in community events | August 2016 – May 2017 | Fine Arts directors, campus directors, campus faculty, and staff | SAF/CAF funds, booster club fundraising, Fine Arts resources ($30,000) |

### Physical Education

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</table>
| 18-1    | 1, 2, 3, 4, 8 | Physical Education and Health Programs | Increase the student voice and leadership opportunities in health and wellness by:  
- continuing implementation of the Kids School Health Council (DKSHAC) Program at the district level  
- implementing the Campus Kids School Health Advisory Council (CKSHAC) | 100% of secondary campuses will be represented at the District Health Advisory Council  
A minimum of 3 campuses will implement a campus level CKSHAC | August 2017 – June 2018 | Director of Physical Education and Health, School Health Advisory Council Chair | Local funds ($1500) |
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</table>
| 18-2    | 1, 6, 8     | Physical Education and Health Programs | Improve coordinated school health initiatives across the district in grades K-8 by providing:  
- Coordinated Approach to Child Health (CATCH) training opportunities for campuses  
- FITNESSGRAM and NEOFIT data training for campuses to develop goals and focus efforts  
- K-12 physical education and health instruction staff development | A minimum 2 staff development opportunities per strategy will be offered | August 2017 – June 2018 | Director of Physical Education and Health | Local funds ($500) ESSA Funds ($10,000) |
|         |             |              |                                     |                                 |          |                       |                          |
| 19-1    | 7           | Human Resources | Recruit and retain exemplary employees through:  
- conducting Job Fairs (17 teacher job fairs and 4 classified job fairs)  
- requiring background and criminal history check  
- ensuring that highly effective employees are hired  
- arranging with colleges to have 200+ student teachers in place for the 2017-2018 school year  
- offering recurring training for employees  
- continuing recognition programs (Trinity Prize, Teacher of the Year, Service Awards, and Retirement Reception)  
- soliciting feedback and evaluating training to ensure effectiveness and relevance | 100% of all professional and classified positions will be filled with highly qualified personnel by August 15, 2017  
100% criminal background checks on candidates and employees | June 2017 – July 2018 | Executive Director for Human Resources | Local funds ($46,300) |
|         |             |              |                                     |                                 |          |                       |                          |
| 20-1    | 2, 3, 4, 8  | Health Services | Promote a healthy dental hygiene program among elementary students by:  
- collaborating with and increasing 3rd grade participation in the San Antonio Metropolitan Health District (SAMHD) dental program provided by a volunteer dentist from the American Dental Association  
- ensuring Kinder through 2nd graders at Title I schools participate in the free sealant and veneer program | 100% of 3rd grade students will actively participate in the SAMHD dental program  
100% of Title 1 school Kinder - 2nd graders will participate in the free sealant and veneer program | July 2017 – June 2018 | Director of Health Services, Assistant Director and Elementary Registered Nurses (RNs) | Program is provided by SAMHD grant through Miles of Smiles |
|         |             |              |                                     |                                 |          |                       |                          |
| 20-2    | 2, 4, 8     | Health Services | Monitor trends and decrease the incidents of communicable illnesses by:  
- documenting incidents in HealthCheck  
- reporting cases to the health department  
- providing intervention as per recommendations from district Medical Advisory Committee (MAC) infectious disease medical physician  
- increasing immunization compliance by providing shot clinics to families in the community | Improve the overall district attendance rate to 95.9% or higher  
Decrease incidence of Methicillin-resistant Staphylococcus Aureus (MRSA) by 90%  
Decrease Varicella (Chicken Pox) reports by 100% | July 2017 – June 2018 | Director and Assistant Director of Health Services, and campus RNs | Free, coordinated and collaboration with SAMHD and Children’s Mobile Unit |
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| 20-3    | 2, 8        | Health Services | Increase education for parents on mandated and recommended state immunizations by:  
- posting information on district and campus web pages  
- providing free vaccines to middle schools during the Summer to decrease exclusion rates in the fall  
- including additional information on the immunization letters mailed out at the end of the year  
- developing partnership with Healthy Schools that will offer free vaccinations to all students | Improve Human Papilloma Virus (HPV) immunization rates among middle school students by 30%  
100% of students will be offered vaccines  
Partner with Healthy Schools to provide free flu vaccines for 100% of students | July 2017 – June 2018 | Director of Health Services and MAC |                                                                                       |
| 20-4    | 4, 7, 8     | Health Services | Ensure all nurses have the latest updated information on asthma, diabetes, seizure disorders, and caring for students with chronic conditions and for students who are medically fragile by:  
- providing staff development for nurses annually  
- setting up professional training with physicians from the Baptist Healthcare System and Methodist Healthcare Hospitals  
- ensuring nurses provide a complete assessment to each student that visits a campus clinic and accurately document appropriate details on HealthCheck | 100% of students visiting the clinic will receive a complete assessment which will be accurately documented on HealthCheck  
100% of nurses will participate in provided training opportunities on chronic conditions | July 2017 – June 2018 | Director of Health Services |                                                                                       |
| 20-5    | 2, 4, 8     | Health Services | Monitor and record the number of students with health insurance by:  
- educating parents/families on the Affordable Care Act  
- adding health insurance status to the registration document on health conditions | A minimum of 50% of students will report their health insurance status | July 2017 – June 2018 | Director of Health Services |                                                                                       |
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| 21-1    | 1, 2, 5, 8  | Response to Intervention, Special Education, Leadership Development, Safe and Drug Free Schools, Pupil Personnel, Guidance Services, Division for Campus Administration and Human Resources | Create positive school cultures and positive behavior intervention and supports (PBIS) across the district by:  
- meeting regularly with the Behavior Oversight Committee to implement the outlined 3-year plan  
- providing all campuses differentiated training on Foundation Modules E and F from Safe and Civil Schools 3 times per year  
- providing training so that campuses create and sustain quality Foundations-based campus behavior management plans and CIIP goals  
- providing training to ensure teachers and campuses sustain a system to address campus behavioral concerns  
- administering an End-of-Year (EOY) Survey for examining the extent to which campuses and teachers are implementing PBIS  
- continuing to explore ways to provide technical assistance and support to campuses whose commitment to their PBIS Action Plan is low  
- continuing to explore the need for SEL in our schools  
- continuing to evaluate SEL models that match district needs  
- distributing a quarterly newsletter | Behavior incidents that remove a student from the classroom 1 day or more will decrease by 1%  
The average of staff responses on the PBIS EOY survey measuring PBIS awareness will increase from 2.4 to 3.4 on a scale of 1 to 5 (with 5 being Strongly Agree) | August 2017 – July 2018 | District Behavior Oversight Team, District PBIS Trainers, Campus PBIS Teams, Director for Curriculum and Instruction, Assistant Director for Academic Support |
## Appendix: Acronyms and Abbreviations

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<tr>
<th>AMC: Assessing Math Concepts</th>
<th>MAC: Medical Advisory Committee</th>
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<tr>
<td>AP: Advanced Placement</td>
<td>MDR: Manifest Determination Review</td>
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<tr>
<td>APs: Assistant Principals</td>
<td>MS: Middle School</td>
</tr>
<tr>
<td>ARD: Admission, Review, and Dismissal</td>
<td>MSL-9: Middle School Launch to 9th</td>
</tr>
<tr>
<td>AVID: Advancement Via Individual Determination</td>
<td>OSS: Out-of-School Suspension</td>
</tr>
<tr>
<td>BIP: Behavior Intervention Plans</td>
<td>PALS: Peer Assistance Leadership and Service</td>
</tr>
<tr>
<td>CIIP: Campus Instructional Improvement Plan</td>
<td>PBIS: Positive Behavior Intervention and Support</td>
</tr>
<tr>
<td>C&amp;I: Curriculum &amp; Instruction</td>
<td>PBMAS: Performance-Based Monitoring Analysis System</td>
</tr>
<tr>
<td>CKSHAC: Campus Kid School Health Advisory Council</td>
<td>PLC: Professional Learning Community</td>
</tr>
<tr>
<td>CTE: Career and Technical Education</td>
<td>PO: Points of Contact</td>
</tr>
<tr>
<td>DKSAC: District Kid School Health Advisory Council</td>
<td>RN: Registered Nurse</td>
</tr>
<tr>
<td>EC: Early Childhood</td>
<td>RTI: Response to Intervention</td>
</tr>
<tr>
<td>ECE: Early Childhood Education</td>
<td>SAF/CAM: Student Activity Funds and Campus Activity Funds</td>
</tr>
<tr>
<td>ELAR: English Language Arts/Reading</td>
<td>SAMHD: San Antonio Metropolitan Health District</td>
</tr>
<tr>
<td>ELC: English Language Learning</td>
<td>SAPP: School-Age Parenting Program</td>
</tr>
<tr>
<td>EOC: End-of-Course</td>
<td>SBEC: State Board for Educator Certification</td>
</tr>
<tr>
<td>EOY: End-of-Year</td>
<td>SCE: State Comp Ed</td>
</tr>
<tr>
<td>ESL: English as a Second Language</td>
<td>SCE-ED: State Compensatory Education - Empowering Dreams</td>
</tr>
<tr>
<td>FTE: Full Time Employee</td>
<td>SDFS: Safe and Drug Free Schools</td>
</tr>
<tr>
<td>GT: Gifted and Talented</td>
<td>SEL: Social and Emotional Learning</td>
</tr>
<tr>
<td>HB: House Bill</td>
<td>S/P: Student/Parent</td>
</tr>
<tr>
<td>HPV: Human Papilloma Virus</td>
<td>SPED: Special Education</td>
</tr>
<tr>
<td>HR: Human Resources</td>
<td>SSI: Student Success Initiative</td>
</tr>
<tr>
<td>HS: High School</td>
<td>STAAR: State of Texas Assessments of Academic Readiness</td>
</tr>
<tr>
<td>HSA: High School Allotment</td>
<td>STAAR/EOC: State of Texas Assessments of Academic Readiness/End of Course</td>
</tr>
<tr>
<td>IAP: Individualized Accommodation Plan</td>
<td>STAN: Student Teacher Assistance Network</td>
</tr>
<tr>
<td>IEP: Individualized Education Program</td>
<td>TCEA: Texas Computer Education Association</td>
</tr>
<tr>
<td>IIT: Instructional Intervention Teacher</td>
<td>TEKS: Texas Essential Knowledge and Skills</td>
</tr>
<tr>
<td>IMA: Instructional Materials Allotment</td>
<td>TSI: Texas Success Initiative</td>
</tr>
<tr>
<td>ISS: In-School Suspension</td>
<td>UH: University Interscholastic League</td>
</tr>
</tbody>
</table>