

Northwest Independent School District

District Improvement Plan

2017-2018



Mission Statement

Northwest ISD, in partnership with parents and community,
will engage all students in a premier education
preparing them to be successful, productive citizens.

Vision

The best and most sought-after school district where every student is future ready:

- * Ready for college
- * Ready for the global workplace
- * Ready for personal success

Core Beliefs

We believe that:

1. Kids come first
2. Continuous improvement is essential for future success
3. The success of each student is the shared responsibility of students, families, schools, and communities
4. Environment influences learning

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Comprehensive Needs Assessment

Needs Assessment Overview

Annually developing the District Improvement Plan helps maintain the direction of Northwest ISD as we become the best and most sought-after school district where every student is future ready. This year, NISD Superintendent Dr. Ryder Warren guided district administrators in an end-of-year planning and goal setting session. This session guided the framework of the 2017-2018 District Improvement Plan and targeted Performance Objectives. The Performance Objectives were intentionally focused on identified areas of need and challenges for the coming school year.

Demographics

Demographics Summary

Northwest Independent School District has a vision of becoming the best and most sought-after school district where every student is future ready: ready for college, ready for the global workplace, and ready for personal success. The district is uniquely situated in the northwest corridor of the Dallas-Fort Worth metroplex. At 234 square miles, Northwest ISD is one of the largest school districts in the area and spans three counties (Tarrant, Denton, and Wise) and 14 municipalities.

Northwest ISD is the eighth fastest growing school district in Texas. In the past decade, the district has grown its student population from just over 11,500 students to more than 22,000 in 2016-2017.

During the 1st Quarter 2017 Demographic Report by Templeton Demographics, Northwest ISD is on pace to have 1,798 housing starts, 1,447 Annual Closings, 1,911 vacant deliverable lots, and 30,211 future lots. District growth projections indicate that enrollment could exceed 27,000 students by 2020.

The district's growth is a result of several factors: the size of the school district; the number of active housing developments; and the attractive housing, retail, and business industries in the immediate area. The area's job market has remained strong, and unemployment rates are below the national average.

To help manage the growing student population, NISD worked with the Long-Range Planning Committee to develop a plan and recommendation to address the district's needs. As a result of their efforts, a \$399 million bond referendum was developed and approved on May 6 with 61% voter approval. The development and implementation of a bond schedule, while maintaining the I&S tax rate as promised to voters, will be an important next step.

With the growth, the ethnicity of the population is becoming more diverse with 64.89% White, 20.9% Hispanic, 7.27% African-American, and 3.63% Asian. The percentage of economically disadvantaged students slightly decreased in 2016-2017 at 18.2%, while the percentage of ESL students slightly increased at 4.47%. [Data Source: 2016-2017 Fall PEIMS Data Collection]

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

The district currently operates 3 comprehensive high schools, 1 accelerated high school, 2 special program campuses, 5 middle schools, and 17 elementary schools.

For more information, please visit the district website at <http://www.nisdtx.org> or the TEA website at <http://www.tea.state.tx.us>.

Demographics Strengths

Demographic strengths are:

- Positive community and parent support.
- Timely and efficient enrollment projections are maintained.
- Effective planning by staff and the community to meet the physical and programming needs of the district.
- Effective communications with the community of growth needs resulting in successful bond programs to fund facilities.

Student Achievement

Student Achievement Summary

The following assessment was completed at the end of the 2016-2017 school year and served as a needs assessment to continue the four academic goals for the next school year.

Board / Superintendent Priority Performance Goal 1:

NISD will increase the number of students identified as reading on or above grade level in grades K-3 (end of 2nd Grade) through an aligned emphasis of professional development, curriculum development and alignments, and performance monitoring tools intended to meet the goals set forth in the NISD Profile of a Graduate.

Targets:

- Performance:
- 90% of all students K-3 will be reading on grade level as measured by the DRA2.
- 90% of all students K-3 will make a year's growth in reading as measured by the DRA2.

Strategies:

- Curriculum updates with exemplars embedded to support aligned instruction and assessment.
- Beginning, Middle, and End of Year assessments on DRA2 will show an increase in students reading on grade level or beyond.
- Implement a Priority of Services Matrix for STAR Teachers.
- Review SE analysis to ensure student opportunities to learn are included and appropriately delineated in curriculum. Use the data from DRA2, CBAs, and other resources to revise and align the curriculum.
- ELA Teacher Academies as professional development.
- Continue to refine the curriculum to ensure support for teachers and students.
- Analyze CBA results to align local assessments to cognitive difficulty, content, and context of the TEKS in the units of study and the assessment questions according to the Depth of Knowledge.
- Update curriculum documents and resources within Moodle and/or District Webpage. Develop guides for instructional planning aligned to the curriculum to assist teachers in preparing for instruction that will include strategies for all students.
- Enhance resources for guided reading and include exemplar student work samples, videos, lesson planning templates, progress monitoring, and walk-through protocols to align instruction and expectations.
- Campus administrators and Curriculum and Instruction staff will be trained on the Rigor and Relevance framework that includes campus visits, analysis of student work, and a calibration of District wide expectations.
- Investigate online Prekindergarten program for student/parent support.

Measurements will include:

| Early Literacy K-3 DRA2 | 2013-2014 | 2014-2015 EOY | 2015-2016 EOY* | 2016-2017 EOY** |
|-------------------------|-----------------------|---------------|----------------|-----------------|
| | K – 95% | 85% | 91% | 85% |
| # of students | 1 st – 80% | 83% | 80% | 81% |
| reading at or | 2 nd – 81% | 79% | 82% | 79% |
| above grade level | | | | |
| on End of Year | 3 rd – 79% | 81% | 81% | 80% |
| (EOY) | | | | |
| assessment | | | | |

**2015-2016 data indicates only students that were tested at BOY, MOY, EOY.*

*** 2016-2017 data indicates all students who took EOY (new students included)*

DRA2 (Will report the % of students that are considered on grade level based on DRA2 recommended text levels at BOY and EOY. The goal for the all students' category is set at 90%.)

Beginning of the Year Results:

| DRA2 | All (90%) | ELL | SPED | White | African-Am. | Hisp. | Asian | Econ. Dis. |
|-----------------|-----------|------|------|-------|-------------|-------|-------|------------|
| Kinder | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| 1 st | 72% | 63% | 42% | 74% | 68% | 63% | 93% | 52% |
| 2 nd | 70% | 51% | 32% | 73% | 70% | 62% | 74% | 51% |
| 3 rd | 73% | 58% | 28% | 79% | 75% | 68% | 84% | 61% |

Middle of the Year Results: (Reported at the end of January)

| DRA2 | All (90%) | ELL | SPED | White | African-Am. | Hisp. | Asian | Econ. Dis. |
|-----------------|-----------|-----|------|-------|-------------|-------|-------|------------|
| Kinder | 86% | 73% | 64% | 88% | 80% | 78% | 93% | 73% |
| 1 st | 72% | 66% | 46% | 80% | 75% | 68% | 91% | 65% |

| | | | | | | | | |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|
| 2 nd | 77% | 56% | 43% | 80% | 78% | 69% | 78% | 60% |
| 3 rd | 72% | 49% | 25% | 77% | 67% | 59% | 75% | 52% |

End-of-Year Results:

| DRA2 | All (90%) | ELL | SPED | White | African-Am. | Hisp. | Asian | Econ. Dis. |
|-----------------|-----------|-----|------|-------|-------------|-------|-------|------------|
| Kinder | 85% | 74% | 53% | 87% | 80% | 78% | 96% | 69% |
| 1 st | 80% | 73% | 47% | 82% | 75% | 74% | 94% | 69% |
| 2 nd | 79% | 60% | 42% | 82% | 76% | 71% | 84% | 63% |
| 3 rd | 80% | 59% | 28% | 84% | 74% | 69% | 85% | 60% |

DRA2 (Progress chart based on student scores) Will report the percentage of students completing or exceeding the recommended growth levels on the following chart. This growth measure is designed to ensure that all students make a year’s growth in reading based on the BOY and MOY DRA2. The goal is for 90% of students to make at least a year’s growth.

See Addendum "Needs Assessment - DRA2 Progress Chart" to view the chart.

| | Kinder | 1 st | 2 nd | 3 rd | 4 th | 5 th |
|---|--------|-----------------|-----------------|-----------------|-----------------|-----------------|
| % of students making a year’s growth | 81% | 89% | 83% | 86% | 85% | 88% |

Programs to Monitor for Early Literacy Progress:

Reading Recovery (Will report the number of students participating by demographic and with BOY and EOY DRA2 scores.)

Bilingual Program (Will report the number of students served and their progress on DRA2 and/or IPT at BOY and EOY at Roanoke and PVE elementary.)

Writing: (Will report the % of students at the recommended writing stages using the Analytical Writing Rubric at BOY and EOY by demographic group. A goal of 90% of ALL students should be at recommended levels.)

Pre-Kindergarten* (Will report the number of students participating and the EOY Kinder Readiness assessment by demographic.) *New measure and will collect descriptive data only to set a goal for 2016-2017.

End-of-Year Progress:

Activities to increase Early Literacy performance have included:

Elementary Education:

- Principals, Assistant Principals, CITs, and the ELA curriculum team engaged in two month-long learning cycles focused on early literacy (fall and spring).
- Principals, Assistant Principals, CITs, and the ELA curriculum team analyzed Readers' Response Journals and rubrics for assessing student responses, examined resources utilized by students during the work period, and observed the work students engaged in during each phase of the workshop model.
- Learning Teams made up of Principals, Assistant Principals, CITs, and the ELA curriculum team visited over 300 classrooms throughout the school year to gain a deep perspective of the level of literacy instruction and student learning.
- Administrators engaged in classroom walkthroughs focusing on Literacy instruction, provided feedback to teachers, and led professional learning on literacy instructional practices.
- Teachers and administrators monitored student progress and growth in reading and writing throughout the day.
- Principal PLCs focused on literacy instruction.
- Assistant Principal & CIT PLCs focused on literacy instruction.

Curriculum and Instruction:

- Embed and identify exemplars.
- Completed four ELA academies for K-5 Teachers.
- Planned five ELA academies for K-5 for 17-18 which includes a session for responsive teaching following the BOY DRA2 assessment.
- Completed two New Teacher Academies.
- New K-2 teachers completed nine additional hours of early literacy training.
- New cohort of teachers completing the nine hours of early literacy training.
- Continued to identify exemplar student work samples, teacher instruction videos, lesson planning templates, progress monitoring, and walk-through protocols to align instruction and expectations.
- Revision to Kindergarten curriculum.
- Completed four Kindergarten curriculum previews.
- Revision to 1st and 2nd grade curriculums.
- ELA coaches and coordinator are providing continued support to campuses.

- Summer professional development aligned to support the early literacy goal (Guided Reading, Word Work, Phonics Instruction, DRA2, and the Summer Institute is on Responsive Teaching through Shared Reading and Read-Alouds).

Student Services:

- Increased Parents as Teachers home visits from 60% to 90% capacity.
- Completed 4/9 annually scheduled parent group connection classes.
- Completed Pre-K baseline assessments and the MOY assessment window begins January 17.
- All Pre-K staff have been trained in CLI assessment and Hatch instruction.
- Hatch installation is complete.
- Ready Rosy online parent training will begin with May (we are working on a way to expand to all parents of all campuses).
- Parents as Teachers completed 548 home visits as of 12/14/2016.
- Deanne will meet with Cheryl Travis to begin training PPCD Teachers with CLI.
- Suzie McNeese and Deanne Colley will present Pre-K enrollment information and family involvement information at the February Leading and Learning to increase awareness and need for supported enrollment.

Board / Superintendent Priority Performance Goal 2:

NISD will continue to align with the Profile of a Graduate by increasing opportunities, participation, and performance in the area of Advanced Academics and enhance the curriculum and resources in order to improve the overall learning experience for students.

Targets:

- Participation:
 - Grades 6-8 will have 80% of all students enrolled in a minimum of one advanced academic class
 - Grades 9-12 will have 75% of all students enrolled in a minimum of one advanced academic class (Pre-AP, AP, or Dual Credit)
 - Performance:
 - 60% of students taking an Advanced Placement test will receive a score of 3 or higher in order to receive a recommendation of college/university credit
 - Students will maintain a 95% completion rate in Dual Credit courses

Strategies:

- We will conduct a High School Course Guide Audit to ensure alignment of course offerings with the Profile of a Graduate philosophy, HB5 Endorsements, as well as provide the most effective pathways for NISD students. Recommendations for course additions, enhancements, or deletions.
- Campus administrators and Curriculum and Instruction staff will be trained on the Rigor and Relevance framework that includes campus visits, analysis of student work, and a calibration of District wide expectations.
- Through the efforts of the CTE, Guidance, and College and Career Readiness departments, a communication and recruitment plan will be revised and enhanced in order to engage home and school as partners with the Profile of a Graduate.
- Curriculum coordinators, curriculum writers, and all teachers will review SE analysis to ensure student opportunities to learn are included and appropriately delineated in curriculum. Use the data from local CBAs and other resources (including AP, ACT, SAT, PSAT assessments) to revise and align the curriculum.
- Continue to refine the curriculum to ensure support for teachers and students by meeting with curriculum writers each six weeks as a formative update to monitor progress.
- Analyze current CBA results to align local assessments to cognitive difficulty, content, and context of the TEKS in the units of study and the assessment questions according to the Depth of Knowledge.
- We will increase the number of teachers certified as AP readers by the College Board, the number of teachers eligible to facilitate Dual-Credit instruction, and the number of teachers eligible to facilitate industry certifications.

Measurements will include:

- Increase the participation in Advanced Academic courses for students grades 6-12 as measured by:
 - Pre AP enrollment
 - Advanced Placement enrollment
 - Dual-Credit Enrollment
 - Increase the number of Advanced Academic opportunities in the following areas:
 - Enrollment in targeted SAT prep courses
 - Participation in College Entrance exams including TSI, ACT, PSAT, and SAT
 - Increase participation and performance on AP exams
 - Increase the number of students receiving industry certification

Mid-Year Progress:

- Communicated goal and established expectations with District Leadership Team

Enrollment in Advanced Academic Courses at the HS and MS Levels:

| Current Advanced Academics Enrollment at HS - as of Jan 17 | | | | | | |
|---|------------|-----------|-----------|------------------|------------|-------------|
| (unique student count) | | | | | | |
| Grade | PAP | AP | DC | PAP-AP-DC | Pop | Adv% |
| 09 | 1,209 | 361 | 23 | 1,213 | 1,690 | 72% |
| 10 | 1,160 | 627 | 30 | 1,183 | 1,733 | 68% |
| 11 | 647 | 764 | 215 | 945 | 1,532 | 62% |
| 12 | 218 | 705 | 215 | 814 | 1,309 | 62% |
| Total | 3234 | 2457 | 483 | 4,155 | 6,264 | 66.33% |

| Current Advanced Academics Enrollment at MS - as of Jan 17 | | | |
|---|------------|------------|--------------|
| (unique student count) | | | |
| Grade | PAP | Pop | PAP % |
| 06 | 1,302 | 1,759 | 74% |
| 07 | 1,350 | 1,722 | 78% |
| 08 | 1,345 | 1,657 | 81% |
| Total | 3,997 | 5,138 | 77.79% |

AP Enrollments (multiple enrollments per student):

- Dual Credit Enrollments through UT OnRamps will be verified soon. Students are provided the option to accept credit, which is verified in May.
- Fall Traditional Dual-Credit had 128 course enrollments, with 98% Success for credit earned.

End-of-Year Progress:

| Advanced Academics Enrollment at HS - as of May 2017 (unique student count) | | | | | | | |
|--|------------|-----------|-----------|------------------|------------|-------------|------------------|
| Grade | PAP | AP | DC | PAP-AP-DC | Pop | Adv% | 2015-2016 |
| 09 | 1194 | 358 | 23 | 1199 | 1656 | 72% | 69% |
| 10 | 1156 | 620 | 30 | 1174 | 1707 | 69% | 68% |
| 11 | 645 | 746 | 209 | 928 | 1469 | 63% | 57% |
| 12 | 222 | 711 | 215 | 820 | 1344 | 61% | 62% |
| Total | 3217 | 2435 | 477 | 4121 | 6176 | 67% | 64% |

| Current Advanced Academics Enrollment at MS - as of May 2017 | | | | |
|---|------------|------------|--------------|------------------|
| (unique student count) | | | | |
| Grade | PAP | Pop | PAP % | 2015-2016 |
| 06 | 1288 | 1760 | 73% | 78% |
| 07 | 1349 | 1723 | 78% | 78% |
| 08 | 1343 | 1669 | 80% | 76% |
| Total | 3980 | 5152 | 77% | 77% |

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

| OnRamps Credit Performance | | | | |
|-----------------------------------|----------------------|--------------------------|--------------------|-------------------|
| | # of Students | # of Credit Hours | # Completed | % Complete |
| Fall 2016 | 490 | 551 | 542 | 98.4% |
| Spring 2017 | 479 | 536 | 532 | 99.3% |

- More than 1000 work-ready certifications through OSHA, Certiport, Microsoft, Adobe, AMCA, National EMT Registry, Texas Veterinary Medicine, and Precision Exam.

Board / Superintendent Priority Performance Goal 3:

To increase academic success of students within Performance Based Monitoring Analysis System (PBMAS) subgroups – Bilingual/English as a Second Language, Career and Technology, No Child Left Behind (Title 1), and Special Education.

Targets*:

- Grades 3 – 8 will obtain a performance rating of “0” for all PBMAS indicators
- EOC testers will obtain a performance rating of “0” for all PBMAS indicators

*Do not have official scores as of 6/14/2017

Strategies:

- Campus Administrators will be trained on the PBMAS scoring criteria and identify needs for both the campus and the District.
- Campus Administrators will engage in Learning Teams Designed to focus instruction on differentiation and student needs with increased attention on SPED, ELL, and CTE student per the PBMAS criteria.
- Individual Campus Meetings will be held once a semester with SPED Coordinator and Campus leadership team regarding needs of the campus and expectations.
- Individual Campus Meetings will be held once a semester with CTE Ex Director to properly identify needs and support systems.
- Curriculum Updates- Examples of differentiated ideas/strategies embedded into curriculum (priority on STAAR tested grade level/courses first).
- CBA reports: We will create a cycle of feedback between District and Campus with an intentional look at student groups and their performance on Curriculum Based Assessments.
- Staffing Review and Analysis Based on Program will be conducted in the Fall of 2016 to review SPED, ELL, and CTE needs.
- **Professional Development –**
 - *Analyze various forms of current professional development provided to instructional staff in the PBMAS student subgroups.*
 - *Identify and address deficiencies in training of co-teaching/inclusion models.*
 - *Develop Long-term PD plan to address needs to support all teachers and students.*
 - *Identify instructional supports needed in all PBMAS programs and conduct cost analysis for 2017-18 budget.*

Measurements will Include:

For all subgroups –

1. STAAR 3-8 Mathematics
2. STAAR 3-8 Reading
3. STAAR 3-8 Science
4. STAAR 3-8 Social Studies
5. STAAR 3-8 Writing
6. STAAR EOC Mathematics
7. STAAR EOC Science
8. STAAR EOC Social Studies
9. STAAR EOC English Language Arts
10. Dropout Rate
11. Graduation Rate

End-of-Year Progress:

- Communicated goal and established expectations with District Leadership Team.
- Each campus principal has met with the Director of Special Education to discuss PBMAS data and to review their campus needs with regard to PBMAS indicators (All meetings were completed by the Director on October 31, 2016).
- Melissa DeSimone and Jodi Pafford prepared and provided a template to all campus principals to assist in pulling data to identify the students from the PBMAS report.
- Micah Gierkey and Melissa DeSimone presented PBMAS Q & A at the January 5 Leading and Learning.
- Sunni Johnson and Michelle Hancock provided additional reading training and resources to the special education teachers on December 1, 2016. A second training is being developed for training in the second semester.
- Region XI and the NISD coordinators will train in co-teaching and improvement of differentiation of classroom instruction. (We contracted Region XI to assist in guiding this process. The first meeting was January 13, 2017 at NISD).
- Sped Coordinators and Curriculum Coordinators are conducting joint walk-throughs (Began in September and is now a continued and ongoing process).
- 35 sped students have been identified for the PBMAS CTE indicator through data dives completed by CyLynn Braswell and Micah Gierkey.
- 100% of graduation requirements training for sped staff completed by Jamie Farber on 10/12/2016.
- Jodi Pafford completed testing accommodation training for sped staff on 12/15/16.
- PBMAS Leading and Learning was reviewed by Michael Griffin and Jennifer Alexander during Principal PLC in November.
- Melissa DeSimone, Jodi Pafford, and Suzie McNeese have developed reports to pull for ESL/ELL for PBMAS and shared with campuses in November.
- A PBMAS Leading and Learning session as an overview directed specifically to Principals and APs was completed on November 10.
- Cultural Responsive Training was provided during the October 20, 2016 Leading and Learning to Principals, APs, and CITs to focus on developing school climates that are responsive to the needs of a culturally diverse population.

Board / Superintendent Priority Performance Goal 4:

To support campus instructional programs by enhancing the curriculum and resources in order to improve overall learning experiences for students.

Targets:**

All NISD campuses will show academic progress that will place them in the 1st Quartile in comparison to TEA-identified comparable campuses.

***Will not have official scores until August 2017.*

Strategies:

- Create Academic Distinction Reports by level. This information will be used with campus administrators, teachers, and C and I to develop interventions and trainings.
- We will train campus representatives as Trainer of Trainers in the Rigor and Relevance Rubrics and Lesson Planning Cycle; Each campus will develop their model of implementation as well as have two campus learning cycle visits each semester.
- AVID will be implemented in grades 7-9 to support students.
- Increase the level of participation and performance in advanced level courses at the secondary level through recruitment and support of students.
- Increase Dual Enrollment opportunities.
- Implement Campus Learning Teams to align instruction and expectations.
- Implement District Level PLCs by content to calibrate scoring, student work, and expectations for a guaranteed and viable curriculum.
- Support new teachers through a New to NISD Teacher Academy.

Measurements will include:

- Academic Achievement Distinction Reports
 - 9 campuses earned one or more Academic Achievement Distinction Designations – a total of 14 all together in 2016
 - Attendance (Distinction Indicator)

| Level | NISD Attendance Rate Average | Comparison Quartile 1 Attendance Rate Average |
|-------|------------------------------|---|
| ES | 96.3 | 97.1 |

| | | |
|----|------|------|
| MS | 96.3 | 97.1 |
| HS | 95.4 | 96.4 |

- Advanced Level Performance on STAAR grade 3-8 and EOC courses (Distinction Indicator)
- College Readiness Participation and Performance (Distinction Indicator)
 - We will know participation for 16-17 in March, by Spring Break.
 - We will know performance for 16-17 by Labor Day.
 - AP and Dual Credit Participation and Performance (Distinction Indicator)
 - See above for AP and Dual Credit participation numbers for 16-17.
 - Performance for AP will be known in July.

Mid-Year Progress:

- Implemented chromebooks for students in grades 3-12.
- Google Educator Certifications implemented and available for staff.
- Implemented ePortfolios for new students and existing students on new google platform.
- Eportfolio LIVE LINK added to HAC and Report Cards for easy parent access SY 17/18.
- Techno Expo opportunity for students to showcase learning from across all campuses.
- Stephanie Espinosa and Curriculum Coordinators have created an Assessment Blueprint for all core content areas that aligns CBAs to state assessment standards and percentages.
- Assessment Blueprint is used for CBA test design and to inform teachers of assessment development in regards to importance of task and level of Bloom's Taxonomy.
- Assessment Blueprint has been introduced to teachers and administrators and teachers may use the Assessment Blueprint to design classroom assessments.
- CBAs are annotated prior to the 6 weeks to breakdown and model the contents of the CBAs.
- Coordinators use the annotation process to:
 - Verify alignment of assessment with the developed curriculum and tasks.
 - Make curricular adjustments based on the assessment and level of questions.
 - Model for teachers the process of assessment annotation.
 - Breakdown standards to ensure understanding of the TEKS.
 - Teachers and administrators use the annotation process to:
 - Backwards design lessons for aligned instruction in their classroom.
 - Build understanding of the standards and how the standards might be assessed.
 - See where certain standards are addressed in the curriculum.
 - Understand the content vocabulary that is important for the lesson.

- Plan for differentiation or reteach strategies after the assessment has occurred.
- Assessment Coordinator and Curriculum Coordinators will provide broken down CBA data that highlights passing standard as well as performance by all sub-populations.
- Curriculum Coordinators will provide teachers and administrations with an Evaluation of Assessment after CBAs that breaks down the most missed standards. This document provides teachers with next steps to address standards that were weak.
- Teachers and administrators were trained on the components of the Assessment Cycle and how to use these resources for planning.

End-of-Year Progress:

- Implemented the Professional Learning Team. Teachers and administrators applied to be on this team. Over 100 educators (teachers, administrators, coaches, and coordinators) were trained in professional learning strategies and understanding of how the adult learner learns. This team then reviewed current data, goals, and professional learning opportunities to determine the needs of the educators in the district.
- Developed the Professional Learning Framework to outline professional learning expectations for each grade level or content area being taught.
- Strategically created our ENGAGE Professional Learning conference to meet the needs that were outlined by the Professional Learning Team, District Coordinators, administrators, and teachers.
- Created NISD Learning Institutes for all core content areas and Special Education teachers to address areas of concerns that were derived from our Learning Walks.

Student Achievement Strengths

See the Addendum "Needs Assessment Addendum - Student Achievement Charts" for additional information.

District Culture and Climate

District Culture and Climate Summary

Northwest ISD is creating a strong culture of purpose in its schools and community through its Vision, Mission, and Core Beliefs. In 2013, a Strategic Summit was held with participants representing business, community, parents, staff, and students who collectively developed, critiqued, and/or affirmed the District's Vision, Mission, and Core Beliefs. It is evident through this work that Northwest ISD is transforming the environment for student learning and performance where creativity, imagination, and innovation are required and expected.

District Culture and Climate Strengths

Northwest ISD continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the district's culture and climate.

The district is future focused on student learning demonstrated through:

- A shared vision and mission
- Being grounded in its core beliefs
- Setting clear expectation with strategic goals
- An understanding and endorsement of the strategic plan that is reinforced by the community, parents, staff, and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Northwest ISD is a fast growth, suburban school district, located in the Dallas-Fort Worth Metropolitan region. The rapidly growing region results in an increasing student population requiring larger numbers of staff members on an annual basis. The district is located in an affluent geographic region with a competitive labor market. Other employers, both school districts and private sector, are competing for quality staff.

Northwest ISD has positioned itself as a "destination district," a school district where educators seek to work and build their career. This commitment and reputation helps the district recruit talented and driven educators. As the number and percentage of high achieving educators continues to increase, it becomes more and more challenging to provide opportunities for professional advancement within the system.

As Northwest ISD strives to make this goal a reality, district leaders work to improve staff quality, employee recruitment, and retention strategies.

- Efforts to improve staff quality begin early in the hiring process with targeted recruitment of candidates with the characteristics that support continuous improvement and success.
- Elevating staff quality is supported through a strong staff development program designed to support the vision of the district.
- Retention of staff is supported by efforts to meet the professional growth needs of staff members by providing opportunities for personal and professional growth and advancement. Employee retention is further enhanced through the district's commitment to provide career advancement training and opportunities for staff members.
- The quality of the district's compensation plan is designed to support candidate recruitment and employee retention.

Staff Quality, Recruitment, and Retention Strengths

Northwest ISD works continuously to evaluate structures that support the objective of raising staff quality, employee recruitment, and retention. Annual study of the compensation plans of competitors in the market place provides the district with information to modify, adjust, and realign job descriptions, responsibilities, and compensation to support these goals. Through the ongoing analysis of market trends, the district is able to maintain a competitive compensation and benefits structure, providing the capacity to maintain highly qualified staff across the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

Curriculum, Instruction, and Assessment Strengths

Curriculum and Instruction:

- Embed and identify exemplars.
 - Completed four ELA academies for K-5 Teachers.
 - Planned five ELA academies for K-5 for 17-18 which includes a session for responsive teaching following the BOY DRA2 assessment.
 - Completed two New Teacher Academies.
 - New K-2 teachers completed nine additional hours of early literacy training.
 - New cohort of teachers completing the nine hours of early literacy training.
 - Continued to identify exemplar student work samples, teacher instruction videos, lesson planning templates, progress monitoring, and walk-through protocols to align instruction and expectations.
 - Revision to Kindergarten curriculum.
 - Completed four Kindergarten curriculum previews.
 - Revision to 1st and 2nd grade curriculums.
 - ELA coaches and coordinator are providing continued support to campuses.
 - Summer professional development aligned to support the early literacy goal (Guided Reading, Word Work, Phonics Instruction, DRA2, and the Summer Institute is on Responsive Teaching through Shared Reading and Read-Alouds).
-
- Implemented the Professional Learning Team. Teachers and administrators applied to be on this team. Over 100 educators (teachers, administrators,

coaches, and coordinators) were trained in professional learning strategies and understanding of how the adult learner learns. This team then reviewed current data, goals, and professional learning opportunities to determine the needs of the educators in the district.

- Developed the Professional Learning Framework to outline professional learning expectations for each grade level or content area being taught.
- Strategically created our ENGAGE Professional Learning conference to meet the needs that were outlined by the Professional Learning Team, District Coordinators, administrators, and teachers.
- Created NISD Learning Institutes for all core content areas and Special Education teachers to address areas of concerns that were derived from our Learning Walks.

Family and Community Involvement

Family and Community Involvement Summary

As our mission states, Northwest ISD believes we must work in partnership with parents and the community in order to prepare students to be successful, productive citizens. From communication efforts to committee work, a number of opportunities exist for parents and community members to become involved at the campus and district level.

The Northwest ISD Partners in Education program creates school-support opportunities for parents, businesses, and the community by offering a wide variety of options amenable to every schedule, talent, and expertise. PIE brings volunteers into Northwest ISD classrooms at each campus and all grade levels.

The Family Involvement Program is designed to reach children as early as possible in order to take advantage of the crucial early learning years and to foster strong relationships between Northwest ISD and the families within the district. Family involvement is dedicated to increasing parent awareness and communication, providing a solid foundation for early success in school, increasing parents knowledge of child development, and developing strong partnerships between parents and schools that continue throughout the student's school years.

Family and Community Involvement Strengths

- Northwest ISD has many committees that incorporate family and community members in making educational, health, and safety decisions within the district.
- Northwest ISD promotes volunteerism and strives to incorporate community through events such as a Back-to-School Fair and community involvement nights during scheduled district events.

District Context and Organization

District Context and Organization Summary

The Northwest Independent School District embodies the principles, objectives, and transformative vision of its vision statement - the best and most sought after district where every student is future ready: ready for college, ready for the global workplace, and ready for personal success. Northwest ISD is designing and implementing next generation, 21st century systems of learning, and leading the engagement of students in dynamic learning experiences. NISD is engaged in helping shape legislative initiatives to better support public schools in Texas.

NISD embarked several years ago on an innovative path to help district students be *future ready*. These strategic initiatives include:

- The creation and adoption of a strategic plan.
- The development of key components to support the district vision, including a Profile of a Graduate, Profile of an Educator, and standardized rubrics to measure content and performance.
- The creation of Community-Based Accountability Measures with a Community Dashboard to share results.
- The implementation of digital learning technologies.
- A commitment to inquiry, 21st century skills mastery, and high priority curriculum standards through extensive, well supported professional development in project-based learning (PBL).
- Establishment of high school academies to serve as secondary models.
- A concerted, systematic effort to encourage a risk-taking, creative culture.
- An in-depth alliance with parents, local community members, and leaders.

NISD makes extraordinary efforts to involve all stakeholders, including parents and community members, teachers and staff, students, and representatives of local government and industry, in the planning and review of NISD programs and operations.

As Northwest ISD prepares for increasing student enrollment numbers across the years, district administrators proactively works to anticipate the need to assess the structure and procedures managed by the central office in order to better support schools.

District Context and Organization Strengths

Northwest ISD works to remain fluid in its organizational structure as it plans for enrollment growth. Annual reviews of district organizational structures allow the district to modify, adjust, and realign responsibilities and procedures with an eye to future enrollment growth and district wide program and student needs. The district works to meet the expectations of students, parents, and community members, including the ability to build capacity in staff.

Technology

Technology Summary

For the 2016-2017 school year, the division focused on cross-team collaboration and infrastructure updates. We implemented a helpdesk and trained on customer service. In 2017-2018, the technology division will concentrate on district communication and security in addition to creating a comprehensive business continuity planning document. Many infrastructure updates will be completed with the next long-range plan due to considerable costs required for cabling and visual displays in the classrooms.

Technology Strengths

The division has implemented strategies that allow educators and learners to use technology to promote depth of thinking and not just as a replacement for what we can already do. Through the continual emphasis of ePortfolios, technology proficiencies, concept-based professional development, Techno Expo, and strategic planning, our learners are exposed to authentic experiences that align with Future-Ready learning and our Profile of a Graduate. We strive to create a seamless experience where students have easy access to all the resources they need to make learning limitless.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 1: NISD will increase the number of students identified as reading on or above grade level in grades K-2 through an aligned emphasis of professional development, curriculum development and alignments, and performance monitoring tools intended to meet the goals set forth in the NISD Profile of a Graduate.

Evaluation Data Source(s) 1: % of students meeting grade level standard on BOY, MOY, and EOY - DRA2 scores

% of students making at least a year's growth on DRA2

% of students meeting grade level standard on writing benchmarks

% of students meeting grade level standard on hearing/recording sounds

Summative Evaluation 1:

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

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) K-2 Classrooms will implement a new resource for ELA curriculum | Campus principals C and I Staff, including coordinator and instructional coaches | DRA EOY Scores will improve to match the data above | | | | |
| 2) Implement Professional Development Framework including but not limited to: ELA Institute (all teachers) ELA Literacy Academies (all new teachers required and all teachers invited) New to NISD K-2 Teachers- Early Literacy Modules | Campus Principals Exec. Director of Curr. and Professional Development ELA Coordinator | Attendance and Feedback from participants Student Achievement as stated on the Performance Obj. | | | | |

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 2: NISD will continue to align with the Profile of a Graduate by increasing opportunities, participation, and performance in the area of Advanced Academics and enhance the curriculum and resources in order to improve the overall learning experience for students.

Evaluation Data Source(s) 2: Middle School participation with advanced academics (Pre-AP) enrolled in 1 or more PAP courses

High School participation with advanced academics (Pre-AP, AP, Dual Credit, or OnRamps) enrolled in 1 or more courses

% of Students enrolled in AP that sit for the AP exam

% of middle school students scoring Advanced Level III on STAAR







% of students in AP course that receive a 3 or higher for the AP exam

High School - Advanced Level III on EOC

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Recruit and Retain Students into Advanced Academic course(s) through parent/teacher informational meetings (district and campus level); including but not limited to developing communications for publications regarding opportunities offered to students (AVID, Dual-Credit, etc.) | Campus Principal Ex. Director of Secondary Education Director of College & Career Readiness Director of Guidance and Counseling Coordinator of Advanced Academics | Middle School participation with advanced academics (Pre-AP) enrolled in 1 or more PAP courses High School participation with advanced academics (Pre-AP, AP, Dual Credit, or OnRamps) enrolled in 1 or more courses % of Students enrolled in AP that sit for the AP exam | | | | |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>2) Add 5th grade ITBS/Cogat assessment to allow for more effective guidance on particular course selection in middle school; differentiate the needs of students and identify strengths</p> <p>Train campuses to utilize the information effectively with all student stakeholders (teachers, parents, counselors, etc)</p> | <p>Director of Assessment</p> <p>Coordinator of Advanced Academics</p> <p>Director of Guidance Counseling</p> <p>Campus Principal</p> | <p>Middle School participation with advanced academics (Pre-AP) enrolled in 1 or more PAP courses</p> | | | | |
| <p>3) Expand the AVID program to support 10th grade students; (will now include 7-10th grade)</p> | <p>Ex. Director of Secondary Education</p> <p>Campus Principal</p> | <p># of students in AVID</p> <p>% of students in AVID taking 1 or more Advanced Academic Courses</p> <p>% of AVID students scoring at the commended level on STAAR or EOC assessments</p> | | | | |
| <p>4) Continue to develop a rigorous and relevant curriculum that includes differentiated strategies for advanced level students with exemplars embedded for teacher and student use</p> | <p>Ex. Director of Curriculum and Professional Development</p> | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 3: NISD will increase academic success of students within Performance-Based Monitoring Analysis System (PBMAS) subgroups - Bilingual/English as a Second Language, Career and Technology, No Child Left Behind (Title 1), and Special Education.

Evaluation Data Source(s) 3: Areas of focus include:

Bilingual/English as a Second Language


Career and Technology

No Child Left Behind (Title 1)

Special Education

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Professional Development: Train Special Education teachers on Reading Recovery strategies through TWU | Director of SPED | Increased student achievement with SPED students on STAAR | | | | |
| 2) Integrate Academics with CTE programs using a coherent sequence of courses | Ex. Director of CTE Director of SPED | Increase the % of SPED students enrolled in a coherent sequence of courses that least to Endorsements and/or Professional Certifications. | | | | |
| 3) Create and develop an ELL Dept. by hiring a LOTE Coordinator to oversee Bilingual, ELL, and World Languages | Ex. Director of Curriculum and PD | Increased performance on STAAR and TELPAS by ELL Learners Increase in the number of students taking two or more years of world language in High School | | | | |
|  | | | | | | |

Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 4: NISD will support campus instructional programs by enhancing the curriculum and resources in order to improve overall learning experiences for students, so that each campus will earn Academic Distinctions as defined by the Texas Education Agency.

Evaluation Data Source(s) 4: Academic Distinction Reports from TEA

Academic Distinction designations are awarded to campuses based on achievement in performance indicators relative to a group of 40 other campuses. These 40 campuses are grouped together based on similar type, size, and student demographics. Elementary campuses can earn up to six Distinctions while secondary campuses can earn up to seven Distinctions. Distinctions are in the area: ADD explanation of Data Source

Academic Achievement in English Language Arts/Reading;

Academic Achievement in Mathematics;

Academic Achievement in Science;

Academic Achievement in Social Studies;

Top 25 Percent: Student Progress;







Top 25 Percent: Closing Performance Gaps; and

Postsecondary Readiness

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Attendance: Each Distinction includes a component of student attendance. Parent and student education programs to assist with boosting attendance so that all NISD campuses are in Quartile 1 will greatly enhance the pathways to distinctions. Training programs will include both face to face meetings as well as publications. | Campus Principal Exec. Director of Elem and Exec. Dir. of Secondary Education Truancy Interventionists | Increased attendance rates % of campuses in Quartile 1 | | | | |
| 2) Professional Learning for Campus Administrators: -Learning Teams at each level will focus on high quality instruction and rigor and relevance. -Leadership Academy will ask each campus to select and monitor an individual Instructional Focus geared toward high student achievement | Deputy Supt. for C and I C and I Exec. Directors | Feedback summaries from Learning Team meetings Curriculum Based Assessment (CBA) data STAAR and EOC Advanced level scores Participation and Performance on AP exams. | | | | |


| | | | | | | |
|--|--|---|--|--|--|--|
| <p>3) Implement Curriculum Institutes:</p> <p>Teacher at each grade level and content will attend a minimum of one Curriculum Institute</p> | <p>Campus Principal</p> <p>Exec. Director of Curriculum and Professional Development</p> | <p>Feedback of attendees</p> <p>Curriculum Based Assessment (CBA) data; on-going</p> <p>STAAR and EOC Advanced level scores</p> | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | |

Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 5: NISD will explore and develop district standards and/or programs to address character education and the social and emotional development of students.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Character Ed. Committee of NISD Stakeholders will be created to review and recommend Character Education programs for adoption K-12 (or by level) | Exec. Directors of Elementary, Secondary, and Student Services Director of Guidance Counseling | Reviews completed and recommendations presented to NISD School Board | | | | |
| 2) Implement a new system of discipline support for PBIS that includes increased support and training for teachers and students | Exec. Director of Student Services | Decrease of severe discipline referrals resulting in a change of educational placements | | | | |
|  | | | | | | |


Goal 1: Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

Performance Objective 6: NISD will measure student engagement through the various programs and opportunities offered to students and the participation and success rates.

Evaluation Data Source(s) 6: Community and Student Engagement Rubrics

Summative Evaluation 6:

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

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Student recruitment into co-curricular programs including fine arts, athletics, and CTE. | Exec. Director of Fine Arts Exec. Director of Athletics Exec. Director of CTE and Innovation Exec. Director of Secondary Education | SEE CaSE rubrics: % of students participating in Fine Arts % of students participating in Athletics % of students participating in NISD Academies % of students participating co-curricular competitions in various academic areas | | | | |
| 2) Create a system to measure student participation in co-curricular/extra curricular activities to implement the "School Plus 2" concept. | Campus Principal Deputy Supt. of C and I | % of students participating in various co-curricular and and extra-curricular activities | | | | |
| 3) Actively pursue an increase in the NISD mentor program specifically targeting At-Risk students | Campus Principal Director of Guidance and Counseling | SEE CASE RUBRIC ON DROPOUT PREVENTION | | | | |
|  | | | | | | |

Goal 2: Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 1: Northwest ISD will recruit and retain a pool of quality guest educators and increase our substitute fill rate to 93%.

Evaluation Data Source(s) 1: Analyze guest educator evaluation feedback completed by teachers and campus administrators.
 Monitor and review daily fill rate by district and campus through Aesop reports.
 Evaluate retention of guest educators from beginning of the year, mid year, and end of year.
 Utilize reports in Frontline Central to determine guest educator completion of training components.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Require all new guest educators (substitute teachers) to complete training components in Frontline Central and obtain mastery. | HR Department | Increase in guest educators knowledge, skills, and pedagogy Positive feedback from campuses Increase in fill rate and retention of quality substitutes | | | | |
| 2) Provide advanced Aesop training to campus guest educator coordinators so they are able to proactively manage employee absences and increase their fill rates. | HR Department | Increase in individual campus fill rates from 16-17 to 17-18. | | | | |
| 3) Create recognition program to recognize guest educators each six weeks for quality work in assignments, reliability, positive feedback from the campuses, and number of days worked. | HR Department | Positive feedback from guest educators Positive feedback and participation from campuses Increased retention rate of guest educators | | | | |
| | | | | | | |

Goal 2: Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 2: Northwest ISD will maintain a competitive salary and benefit package in order to recruit and retain exceptional employees for each campus and department.

Evaluation Data Source(s) 2: Analyze EXIT data to determine reason employees leave the District.

Staff Feedback

Input from DEIC and Faculty Council

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Compare employee group salaries to area districts and market comparisons by position utilizing TASB and online market salary data. | HR Department | Salary and benefit packages are competitive with area districts and market groups. Large quantity of applicants for vacant positions Positive employee feedback Increase in participation in the district benefit plan from 16-17 to 17-18 | | | | |
| | | | | | | |

Goal 2: Northwest ISD will recruit, develop, retain, and recognize an exceptional, highly motivated staff to optimize student engagement and learning.

Performance Objective 3: Northwest ISD will continually brand NISD as a destination district and intentionally recruit a large quantity of qualified applicants.

Evaluation Data Source(s) 3: Attendance at NISD Career Fair
 Number of attendees who obtain employment with Northwest ISD
 Feedback from campus/department administrators and attendees

Summative Evaluation 3:

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

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Host a career fair for campus instructional personnel in Spring 2018. | HR Department | Number of attendees that are hired for a position Positive feedback from attendees and campus administrators | | | | |
| | | | | | | |

Goal 3: Northwest ISD will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Performance Objective 1: NISD will be a leading model in innovative and reliable communications where community and staff are engaged in the NISD culture.

Evaluation Data Source(s) 1: Processes/Procedures are put into place that are more proactive rather than reactive.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Work to establish a communication plan to better inform parents of processes and procedures during a crisis | Communications Safety and Security | Communication plan is created and shared with staff administrators during Lead and Learn sessions Parents feel better informed during a crisis | | | | |
| 2) Provide training for principals to establish better communication procedures targeted to new families at the campus level | Exec. Director of Communications Communications Specialist | Survey for new families where more than 80% are satisfied with communication efforts from NISD | | | | |



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: Northwest ISD will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Performance Objective 2: Northwest ISD will manage a number of corporate and community partnerships to promote opportunities for student and staff success.

Evaluation Data Source(s) 2: Dollar amount raised through partnerships, advertising, in-kind donations reviewed on an annual fiscal basis.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Expand the district's advertising program to generate revenue to the school district and campuses | Executive Director of Communications Community Engagement Coordinator | Amount of revenue brought in reviewed on an annual basis | | | | |
| 2) Create an internal and external awareness of the Northwest Education Foundation and its renewed partnership with Northwest ISD | Executive Director of Communications Community Relations Specialist | Data provided through surveys offered by Foundation Innovations Consulting (internal and external) New partnerships/donors giving to the Foundation Increase in Teacher Giving Campaign from previous school year Review Foundation's mission, vision, and create a new strategic plan | | | | |
|  | | | | | | |

Goal 3: Northwest ISD will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Performance Objective 3: Northwest ISD will investigate and develop processes and procedures that need to be implemented so that administrators can be more proactive rather than reactive.

Evaluation Data Source(s) 3: Administrative staff are utilizing legal trainings made available to them.

Summative Evaluation 3:

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


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-----------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Train administrators and staff on relevant legal issues | General Counsel | Increase number of legal training sessions provided to 10 per year Post-training surveys: positive feedback from staff on relevance of training | | | | |
| | | | | | | |

Goal 4: Northwest ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: Northwest ISD will successfully manage growth and implementation of bond projects.

Evaluation Data Source(s) 1: Building additions and new facilities are managed in such as way as building data indicates adequate space for enrolled students and programming functions, while maintaining appropriate I&S tax rate.

Summative Evaluation 1:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Create and implement bond project schedule. | Assistant Superintendent for Facilities Executive Director of Construction | Delivery of schedule and projects while maintaining appropriate I&S tax rate. | | | | |
| 2) Provide accurate enrollment and feeder pattern projections and modifications. | Assistant Superintendent for Facilities Templeton Demographics | Delivery of quarterly updates and projected feeder pattern analysis, while ensuring school capacities are maintained. | | | | |
| 3) Provide continuous support of long term capital improvements and planning. | Assistant Superintendent for Facilities | Continuous meetings with the Long Range Planning Committee and persistent pursuit of land acquisitions for future use. | | | | |
| 4) Enhance and update emergency operations plan and implement emergency procedures drills at all facilities. | Assistant Superintendent for Facilities Director of Safety and Security | Measurement systems which will provide indications of successes and opportunities for improvement throughout the year as evidenced by feedback from parents, students, and staff. | | | | |
|  | | | | | | |

Goal 4: Northwest ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Northwest ISD will create and implement a preventative-focused maintenance plan.

Evaluation Data Source(s) 2: Preventative plans exist and are implemented so that facility maintenance occurs on a set cycle, reducing unexpected issues and additional costs.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Create and implement preventative maintenance programs for all facilities. | Assistant Superintendent for Facilities Executive Director of Facilities | Reduction of work orders and increased awareness and monitoring of current operational systems. | | | | |
| 2) Create and implement life cycle replacement schedule of major building components. | Assistant Superintendent for Facilities Executive Director of Facilities | Delivery of scheduled replacement and operational upgrades to major components. | | | | |
| 3) Create and implement energy auditing and reporting for all facilities. | Assistant Superintendent for Facilities Executive Director of Facilities Energy Manager | Reduced consumption and provide an increased awareness of energy usage at every facility. | | | | |
|  | | | | | | |

Goal 4: Northwest ISD will provide premier facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Northwest ISD will analyze and provide continuous improvement of outsourced operation vendors.

Evaluation Data Source(s) 3: On-time performance reports, campus surveys, employee surveys, audits from Texas Agricultural Department and TEA will indicate continued and improved service.

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Provide clean, safe, and efficient instructional environments through custodial services. | Assistant Superintendent of Facilities Executive Director of Facilities Custodial Services | Measurement systems which will provide indications of successes and opportunities for improvement throughout the year as evidenced by feedback from parents, students, and staff. | | | | |
| 2) Provide clean, safe, and timely transport of students through transportation services. | Deputy Superintendent for Business and Operations Executive Director of Purchasing and Contracted Services Director of Outsourced Operations Transportation Services | Measurement systems which will provide indications of successes and opportunities for improvement throughout the year as evidenced by feedback from parents, students, and staff. | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| <p>3) Provide clean, safe, efficient and healthy food service programs through food services.</p> | <p>Deputy Superintendent for Business and Operations</p> <p>Executive Director of Purchasing and Contracted Services</p> <p>Director of Outsourced Operations</p> <p>Food Services</p> | <p>Measurement systems which will provide indications of successes and opportunities for improvement throughout the year as evidenced by feedback from parents, students, and staff.</p> | | | | |
| <p>4) Provide clean, safe, efficient and timely health care services through the Wellness Center.</p> | <p>Deputy Superintendent for Business and Operations</p> <p>Executive Director of Purchasing and Contracted Services</p> <p>Director of Outsourced Operations</p> <p>Texas Health Resources</p> | <p>Measurement systems which will provide indications of successes and opportunities for improvement throughout the year as evidenced by feedback from staff.</p> | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: Northwest ISD will develop a Ten-Year Financial and Operations Forecast.

Evaluation Data Source(s) 1: The created Ten-Year Financial and Operations Forecast will strategically assist departments in efficiently planning for the future.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Enhance the Five-Year Financial Forecast to address a need for a Ten-Year Financial and Operations Forecast projecting operational, debt service, and capital projects requirements. | Deputy Superintendent for Business and Operations Executive Cabinet | Work with Executive Cabinet to identify needs and develop formulas for Staffing, Operations, and Capital projects Model impacts on General Fund, Debt Service Funds, and Capital Projects Funds | | | | |
| | | | | | | |

Goal 5: Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: Northwest ISD will ensure an instructionally-driven budget process aligned with the Strategic Plan.

Evaluation Data Source(s) 2: Adopted budget and tax rate ensures students, parents, and the community receive optimal educational services within constraints of available funding sources.

Summative Evaluation 2:


| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Evaluate and refine budget procedures to ensure that the budget process is instructionally driven, guided by the Strategic Plan, and evolves as the district's monetary needs change. | Deputy Superintendent for Business and Operations | Adopted budget and tax rate ensures students, parents, and the community receive optimal educational services within constraints of available funding. | | | | |
| | | | | | | |

Goal 5: Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 3: Northwest ISD will provide relevant policy, regulatory, evaluation, finance, and student information systems ensuring organizational efficiencies.

Evaluation Data Source(s) 3: District operations and school-support activities will operate efficiently. Staff and organizations will understand procedures and reflect positive feedback.

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Implement efficient financial systems to include training, procedure development, monitoring, and reporting. | Deputy Superintendent for Business and Operations Executive Director of Business Services Executive Director of Purchasing and Contracted Services | Manuals are refined and participant training reflects positive feedback for: Financial Services Procedures, Activity Funds Procedures, and Booster Club and School Support Organizations Procedures Procedures are refined and participant training reflects positive feedback for: District travel management program, Procurement Cards and Declining Balance Cards, and Inventory management of district assets | | | | |
|  | | | | | | |

Goal 5: Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 4: Northwest ISD will deliver excellence in financial management.

Evaluation Data Source(s) 4: District achieves rating of Superior Achievement under School FIRST and receives other financial awards/status.

Summative Evaluation 4:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Meet the highest standards of financial excellence as defined by TEA, ASBO, GFOA, and TASBO | Deputy Superintendent for Business and Operations Executive Director of Business Services Executive Director of Purchasing and Contracted Services | District achieves: School FIRST rating of Superior Achievement, Adopted Budget receives ASBO Meritorious Budget Award, Adopted Budget receives GFOA Distinguished Budget Presentation Award, CAFR receives ASBO Certificate of Excellence in Financial Reporting, CAFR receives GFOA Certificate of Achievement for Excellence in Financial Reporting, Purchasing receives TASBO Purchasing Award of Merit with Recognized Status. | | | | |
| | | | | | | |

Goal 5: Northwest ISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 5: Northwest ISD will develop a plan for business continuity and design a disaster recovery plan.

Evaluation Data Source(s) 5: Disaster recovery plan is developed, and staff are aware of processes to maintain district operations in the event of a disaster.

Summative Evaluation 5:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Design an administrative plan for how the district would survive a data disaster and what the business continuity should be. | Assistant Superintendent for Technology Deputy Superintendent for Business and Operations Deputy Superintendent for Curriculum and Instruction Assistant Superintendent for Human Resources Assistant Superintendent for Facilities | Action plan document and business continuity operational plan. | | | | |
| | | | | | | |

Addendums

Progress Chart – Reading Text Level
K-3



Kinder- 4 levels;

1st – 6 levels;

2nd- 4 levels;

3rd- 3 levels

Reading - 3rd Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 90% | 85% | ↓ -5% | 35% | 45% | ↑ 10% |
| Justin-102 | 70% | 77% | ↑ 7% | 22% | 30% | ↑ 8% |
| Lakeview-106 | 92% | 93% | → 1% | 50% | 50% | → 0% |
| Roanoke-107 | 84% | 88% | ↑ 4% | 30% | 48% | ↑ 18% |
| Seven Hills-108 | 67% | 74% | ↑ 7% | 20% | 20% | → 0% |
| Beck-109 | 96% | 93% | ↓ -3% | 52% | 57% | ↑ 5% |
| Hatfield-110 | 89% | 71% | ↓ -18% | 27% | 24% | ↓ -3% |
| Prairie View-111 | 76% | 64% | ↓ -12% | 19% | 21% | → 2% |
| Nance-112 | 76% | 79% | ↑ 3% | 29% | 30% | → 1% |
| Hughes-113 | 74% | 81% | ↑ 7% | 30% | 39% | ↑ 9% |
| Granger-114 | 93% | 93% | → 0% | 45% | 55% | ↑ 10% |
| Sendera Ranch-115 | 88% | 72% | ↓ -16% | 40% | 30% | ↓ -10% |
| Peterson-116 | 85% | 73% | ↓ -12% | 26% | 38% | ↑ 12% |
| Love-117 | 78% | 79% | → 1% | 25% | 32% | ↑ 7% |
| Thompson-118 | 77% | 68% | ↓ -9% | 26% | 35% | ↑ 9% |
| Schluter-119 | 91% | 83% | ↓ -8% | 32% | 41% | ↑ 9% |
| Cox-120 | 93% | 85% | ↓ -8% | 42% | 41% | ↓ -1% |
| District | 84% | 81% | ↓ -3% | 34% | 39% | ↑ 5% |

Reading - 4th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 92% | 84% | ↓ -8% | 40% | 34% | ↓ -6% |
| Justin-102 | 70% | 73% | ↑ 3% | 15% | 26% | ↑ 11% |
| Lakeview-106 | 95% | 90% | ↓ -5% | 39% | 47% | ↑ 8% |
| Roanoke-107 | 84% | 82% | ↓ -2% | 27% | 36% | ↑ 9% |
| Seven Hills-108 | 78% | 60% | ↓ -18% | 28% | 19% | ↓ -9% |
| Beck-109 | 87% | 92% | ↑ 5% | 34% | 48% | ↑ 14% |
| Hatfield-110 | 75% | 77% | ↗ 2% | 18% | 20% | ↗ 2% |
| Prairie View-111 | 79% | 68% | ↓ -11% | 15% | 23% | ↑ 8% |
| Nance-112 | 77% | 73% | ↓ -4% | 29% | 30% | → 1% |
| Hughes-113 | 81% | 70% | ↓ -11% | 17% | 16% | ↘ -1% |
| Granger-114 | 93% | 86% | ↓ -7% | 48% | 39% | ↓ -9% |
| Sendera Ranch-115 | 82% | 80% | ↘ -2% | 24% | 26% | ↗ 2% |
| Peterson-116 | 82% | 82% | → 0% | 26% | 25% | ↘ -1% |
| Love-117 | 79% | 75% | ↓ -4% | 19% | 24% | ↑ 5% |
| Thompson-118 | 74% | 78% | ↑ 4% | 15% | 25% | ↑ 10% |
| Schluter-119 | 86% | 84% | ↓ -2% | 33% | 27% | ↓ -6% |
| Cox-120 | 83% | 93% | ↑ 10% | 36% | 49% | ↑ 13% |
| District | 83% | 80% | ↓ -3% | 28% | 31% | 3% |

Math - 3rd Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 94% | 86% | ↓ -8% | 29% | 32% | ↑ 3% |
| Justin-102 | 62% | 67% | ↑ 5% | 14% | 16% | → 2% |
| Lakeview-106 | 92% | 94% | → 2% | 40% | 39% | ↓ -1% |
| Roanoke-107 | 83% | 79% | ↓ -4% | 20% | 26% | ↑ 6% |
| Seven Hills-108 | 74% | 72% | ↓ -2% | 17% | 20% | ↑ 3% |
| Beck-109 | 98% | 96% | ↓ -2% | 43% | 45% | → 2% |
| Hatfield-110 | 81% | 81% | → 0% | 18% | 18% | → 0% |
| Prairie View-111 | 87% | 67% | ↓ -20% | 15% | 11% | ↓ -4% |
| Nance-112 | 70% | 74% | ↑ 4% | 11% | 17% | ↑ 6% |
| Hughes-113 | 80% | 70% | ↓ -10% | 14% | 22% | ↑ 8% |
| Granger-114 | 98% | 92% | ↓ -6% | 37% | 36% | ↓ -1% |
| Sendera Ranch-115 | 88% | 80% | ↓ -8% | 36% | 25% | ↓ -11% |
| Peterson-116 | 83% | 79% | ↓ -4% | 29% | 28% | ↓ -1% |
| Love-117 | 73% | 73% | → 0% | 13% | 16% | ↑ 3% |
| Thompson-118 | 61% | 61% | → 0% | 6% | 14% | ↑ 8% |
| Schluter-119 | 77% | 84% | ↑ 7% | 14% | 30% | ↑ 16% |
| Cox-120 | 93% | 88% | ↓ -5% | 36% | 39% | ↑ 3% |
| District | 83% | 80% | ↓ -3% | 24% | 27% | ↑ 3% |

Math - 4th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 92% | 89% | ↓ -3% | 36% | 36% | → 0% |
| Justin-102 | 70% | 72% | → 2% | 19% | 26% | ↑ 7% |
| Lakeview-106 | 98% | 93% | ↓ -5% | 55% | 46% | ↓ -9% |
| Roanoke-107 | 83% | 77% | ↓ -6% | 28% | 25% | ↓ -3% |
| Seven Hills-108 | 82% | 55% | ↓ -27% | 23% | 20% | ↓ -3% |
| Beck-109 | 87% | 95% | ↑ 8% | 41% | 47% | ↑ 6% |
| Hatfield-110 | 69% | 84% | ↑ 15% | 18% | 30% | ↑ 12% |
| Prairie View-111 | 71% | 71% | → 0% | 20% | 22% | → 2% |
| Nance-112 | 88% | 80% | ↓ -8% | 48% | 37% | ↓ -11% |
| Hughes-113 | 75% | 70% | ↓ -5% | 22% | 12% | ↓ -10% |
| Granger-114 | 93% | 87% | ↓ -6% | 36% | 26% | ↓ -10% |
| Sendera Ranch-115 | 76% | 79% | ↑ 3% | 22% | 26% | ↑ 4% |
| Peterson-116 | 79% | 79% | → 0% | 24% | 18% | ↓ -6% |
| Love-117 | 65% | 76% | ↑ 11% | 12% | 24% | ↑ 12% |
| Thompson-118 | 69% | 76% | ↑ 7% | 14% | 18% | ↑ 4% |
| Schluter-119 | 86% | 79% | ↓ -7% | 25% | 29% | ↑ 4% |
| Cox-120 | 82% | 89% | ↑ 7% | 32% | 36% | ↑ 4% |
| District | 81% | 80% | ↓ -1% | 28% | 29% | → 1% |

| Writing - 4th Grade | | | | | | |
|---------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Haslet-101 | 89% | 78% | ↓ -11% | 34% | 11% | ↓ -23% |
| Justin-102 | 58% | 48% | ↓ -10% | 9% | 10% | → 1% |
| Lakeview-106 | 93% | 82% | ↓ -11% | 28% | 25% | ↓ -3% |
| Roanoke-107 | 70% | 60% | ↓ -10% | 19% | 9% | ↓ -10% |
| Seven Hills-108 | 67% | 54% | ↓ -13% | 18% | 9% | ↓ -9% |
| Beck-109 | 84% | 87% | ↑ 3% | 28% | 20% | ↓ -8% |
| Hatfield-110 | 64% | 59% | ↓ -5% | 12% | 12% | → 0% |
| Prairie View-111 | 76% | 56% | ↓ -20% | 25% | 3% | ↓ -22% |
| Nance-112 | 81% | 71% | ↓ -10% | 24% | 8% | ↓ -16% |
| Hughes-113 | 66% | 52% | ↓ -14% | 6% | 2% | ↓ -4% |
| Granger-114 | 87% | 80% | ↓ -7% | 34% | 15% | ↓ -19% |
| Sendera Ranch-115 | 74% | 65% | ↓ -9% | 14% | 9% | ↓ -5% |
| Peterson-116 | 82% | 67% | ↓ -15% | 20% | 8% | ↓ -12% |
| Love-117 | 70% | 45% | ↓ -25% | 8% | 4% | ↓ -4% |
| Thompson-118 | 57% | 60% | ↑ 3% | 7% | 7% | → 0% |
| Schluter-119 | 84% | 63% | ↓ -21% | 15% | 9% | ↓ -6% |
| Cox-120 | 85% | 78% | ↓ -7% | 42% | 16% | ↓ -26% |
| District | 76% | 66% | ↓ -10% | 20% | 11% | ↓ -9% |

| Reading - 5th Grade (March + May Admin) | | | | | | |
|---|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Haslet-101 | 97% | 93% | ↓ -4% | 42% | 45% | ↑ 3% |
| Justin-102 | 87% | 77% | ↓ -10% | 28% | 24% | ↓ -4% |
| Lakeview-106 | 96% | 99% | ↑ 3% | 45% | 56% | ↑ 11% |
| Roanoke-107 | 93% | 86% | ↓ -7% | 31% | 30% | → -1% |
| Seven Hills-108 | 72% | 71% | → -1% | 14% | 25% | ↑ 11% |
| Beck-109 | 97% | 96% | → -1% | 47% | 44% | ↓ -3% |
| Hatfield-110 | 80% | 84% | ↑ 4% | 25% | 32% | ↑ 7% |
| Prairie View-111 | 87% | 85% | ↓ -2% | 35% | 21% | ↓ -14% |
| Nance-112 | 85% | 87% | → 2% | 33% | 31% | ↓ -2% |
| Hughes-113 | 89% | 86% | ↓ -3% | 31% | 35% | ↑ 4% |
| Granger-114 | 96% | 94% | ↓ -2% | 53% | 53% | → 0% |
| Sendera Ranch-115 | 91% | 91% | → 0% | 32% | 38% | ↑ 6% |
| Peterson-116 | 87% | 84% | ↓ -3% | 36% | 30% | ↓ -6% |
| Love-117 | 86% | 84% | ↓ -2% | 21% | 20% | → -1% |
| Thompson-118 | 93% | 85% | ↓ -8% | 22% | 26% | ↑ 4% |
| Schluter-119 | 98% | 91% | ↓ -7% | 28% | 42% | ↑ 14% |
| Cox-120 | 92% | 86% | ↓ -6% | 42% | 43% | → 1% |
| District | 90% | 88% | ↓ -2% | 34% | 35% | 1% |

Science - 5th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 88% | 85% | ↓ -3% | 7% | 28% | ↑ 21% |
| Justin-102 | 80% | 71% | ↓ -9% | 8% | 7% | ↓ -1% |
| Lakeview-106 | 90% | 92% | ↗ 2% | 18% | 20% | ↗ 2% |
| Roanoke-107 | 85% | 80% | ↓ -5% | 16% | 22% | ↑ 6% |
| Seven Hills-108 | 57% | 67% | ↑ 10% | 4% | 16% | ↑ 12% |
| Beck-109 | 92% | 91% | ↘ -1% | 24% | 32% | ↑ 8% |
| Hatfield-110 | 85% | 84% | ↘ -1% | 22% | 21% | ↘ -1% |
| Prairie View-111 | 82% | 77% | ↓ -5% | 5% | 13% | ↑ 8% |
| Nance-112 | 75% | 80% | ↑ 5% | 13% | 23% | ↑ 10% |
| Hughes-113 | 80% | 65% | ↓ -15% | 10% | 19% | ↑ 9% |
| Granger-114 | 90% | 89% | ↘ -1% | 22% | 37% | ↑ 15% |
| Sendera Ranch-115 | 88% | 91% | ↑ 3% | 11% | 23% | ↑ 12% |
| Peterson-116 | 80% | 79% | ↘ -1% | 10% | 22% | ↑ 12% |
| Love-117 | 75% | 64% | ↓ -11% | 10% | 11% | → 1% |
| Thompson-118 | 76% | 73% | ↓ -3% | 2% | 12% | ↑ 10% |
| Schluter-119 | 84% | 79% | ↓ -5% | 6% | 22% | ↑ 16% |
| Cox-120 | 83% | 81% | ↘ -2% | 14% | 26% | ↑ 12% |
| District | 82% | 79% | ↓ -3% | 12% | 21% | ↑ 9% |

Math - 5th Grade (March + May Admin)

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|-------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Haslet-101 | 97% | 95% | ↓ -2% | 26% | 50% | ↑ 24% |
| Justin-102 | 85% | 76% | ↓ -9% | 11% | 20% | ↑ 9% |
| Lakeview-106 | 99% | 96% | ↓ -3% | 42% | 38% | ↓ -4% |
| Roanoke-107 | 93% | 96% | ↗ 3% | 31% | 31% | → 0% |
| Seven Hills-108 | 68% | 77% | ↑ 9% | 7% | 14% | ↑ 7% |
| Beck-109 | 99% | 98% | ↘ -1% | 54% | 44% | ↓ -10% |
| Hatfield-110 | 89% | 85% | ↓ -4% | 16% | 14% | ↘ -2% |
| Prairie View-111 | 84% | 86% | ↗ 2% | 18% | 17% | ↘ -1% |
| Nance-112 | 86% | 89% | ↑ 3% | 33% | 29% | ↓ -4% |
| Hughes-113 | 91% | 89% | ↓ -2% | 23% | 31% | ↑ 8% |
| Granger-114 | 94% | 94% | → 0% | 45% | 47% | → 2% |
| Sendera Ranch-115 | 89% | 94% | ↑ 5% | 28% | 34% | ↑ 6% |
| Peterson-116 | 90% | 86% | ↓ -4% | 31% | 26% | ↓ -5% |
| Love-117 | 86% | 88% | ↗ 2% | 15% | 14% | ↘ -1% |
| Thompson-118 | 95% | 91% | ↓ -4% | 16% | 23% | ↑ 7% |
| Schluter-119 | 93% | 92% | ↘ -1% | 21% | 22% | → 1% |
| Cox-120 | 90% | 93% | ↑ 3% | 20% | 28% | ↑ 8% |
| District | 90% | 90% | → 0% | 28% | 29% | → 1% |

| Reading - 6th Grade | | | | | | |
|---------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Medlin-042 | 89% | 88% | ↘ -1% | 41% | 35% | ↓ -6% |
| Pike-043 | 69% | 68% | ↘ -1% | 15% | 18% | ↑ 3% |
| Chisholm Trail-044 | 78% | 69% | ↓ -9% | 20% | 18% | ↓ -2% |
| Tidwell-045 | 80% | 79% | ↘ -1% | 22% | 27% | ↑ 5% |
| Wilson-046 | 83% | 82% | ↘ -1% | 22% | 26% | ↑ 4% |
| District | 80% | 78% | ↓ -2% | 25% | 25% | → 0% |

| Reading - 7th Grade | | | | | | |
|---------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Medlin-042 | 89% | 92% | ↑ 3% | 40% | 50% | ↑ 10% |
| Pike-043 | 79% | 82% | ↗ 3% | 24% | 27% | ↑ 3% |
| Chisholm Trail-044 | 85% | 84% | ↘ -1% | 30% | 34% | ↑ 4% |
| Tidwell-045 | 86% | 85% | ↘ -1% | 35% | 34% | ↘ -1% |
| Wilson-046 | 88% | 84% | ↓ -4% | 33% | 35% | → 2% |
| District | 86% | 86% | → 0% | 33% | 36% | ↗ 3% |

| Writing - 7th Grade | | | | | | |
|---------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Medlin-042 | 88% | 91% | ↑ 3% | 33% | 40% | ↑ 7% |
| Pike-043 | 81% | 80% | ↘ -1% | 14% | 19% | ↑ 5% |
| Chisholm Trail-044 | 88% | 82% | ↓ -6% | 19% | 20% | → 1% |
| Tidwell-045 | 87% | 82% | ↓ -5% | 30% | 20% | ↓ -10% |
| Wilson-046 | 88% | 81% | ↓ -7% | 21% | 23% | ↗ 2% |
| District | 87% | 83% | ↓ -4% | 25% | 25% | → 0% |

| Reading - 8th Grade (March + May Admin) | | | | | | |
|---|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Medlin-042 | 98% | 97% | ↘ -1% | 40% | 43% | ↗ 3% |
| Pike-043 | 93% | 93% | → 0% | 22% | 28% | ↑ 6% |
| Chisholm Trail-044 | 92% | 92% | → 0% | 19% | 27% | ↑ 8% |
| Tidwell-045 | 96% | 93% | ↓ -3% | 28% | 40% | ↑ 12% |
| Wilson-046 | 96% | 96% | → 0% | 26% | 36% | ↑ 10% |
| District | 95% | 94% | ↘ -1% | 28% | 36% | ↑ 8% |

| Science - 8th Grade | | | | | | |
|---------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
| Medlin-042 | 92% | 93% | → 1% | 38% | 37% | ↘ -1% |
| Pike-043 | 90% | 91% | → 1% | 23% | 27% | ↑ 4% |
| Chisholm Trail-044 | 84% | 86% | ↗ 2% | 24% | 25% | → 1% |
| Tidwell-045 | 90% | 91% | → 1% | 27% | 35% | ↑ 8% |
| Wilson-046 | 89% | 91% | ↗ 2% | 27% | 31% | ↑ 4% |
| District | 89% | 90% | → 1% | 29% | 32% | ↑ 3% |

Math - 6th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|--------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Medlin-042 | 86% | 94% | ↑ 8% | 4% | 49% | ↑ 45% |
| Pike-043 | 62% | 81% | ↑ 19% | 1% | 22% | ↑ 21% |
| Chisholm Trail-044 | 55% | 81% | ↑ 26% | 1% | 20% | ↑ 19% |
| Tidwell-045 | 65% | 83% | ↑ 18% | 3% | 31% | ↑ 28% |
| Wilson-046 | 62% | 93% | ↑ 31% | 0% | 33% | ↑ 33% |
| District | 66% | 87% | ↑ 21% | 2% | 32% | ↑ 30% |

Math - 7th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|--------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Medlin-042 | 91% | 73% | ↓ -18% | 40% | 5% | ↓ -35% |
| Pike-043 | 79% | 66% | ↓ -13% | 12% | 2% | ↓ -10% |
| Chisholm Trail-044 | 78% | 68% | ↓ -10% | 12% | 3% | ↓ -9% |
| Tidwell-045 | 84% | 74% | ↓ -10% | 17% | 7% | ↓ -10% |
| Wilson-046 | 85% | 61% | ↓ -24% | 13% | 2% | ↓ -11% |
| District | 84% | 69% | ↓ -15% | 21% | 4% | ↓ -17% |

Math - 8th Grade (March + May Admin)

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|--------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Medlin-042 | 95% | 96% | → 1% | 15% | 30% | ↑ 15% |
| Pike-043 | 89% | 90% | → 1% | 4% | 11% | ↑ 7% |
| Chisholm Trail-044 | 90% | 90% | → 0% | 6% | 9% | ↑ 3% |
| Tidwell-045 | 92% | 92% | → 0% | 15% | 16% | → 1% |
| Wilson-046 | 95% | 93% | ↓ -2% | 6% | 18% | ↑ 12% |
| District | 92% | 93% | → 1% | 10% | 18% | ↑ 8% |

Social Studies - 8th Grade

| Campus Name | 2016 Approaches | 2017 Approaches | 16-17 Approaches Difference | 2016 Masters | 2017 Masters | 16-17 Masters Difference |
|--------------------|-----------------|-----------------|-----------------------------|--------------|--------------|--------------------------|
| Medlin-042 | 87% | 81% | ↓ -6% | 32% | 40% | ↑ 8% |
| Pike-043 | 75% | 71% | ↓ -4% | 12% | 20% | ↑ 8% |
| Chisholm Trail-044 | 67% | 76% | ↑ 9% | 10% | 24% | ↑ 14% |
| Tidwell-045 | 79% | 74% | ↓ -5% | 15% | 21% | ↑ 6% |
| Wilson-046 | 91% | 85% | ↓ -6% | 49% | 41% | ↓ -8% |
| District | 80% | 78% | ↓ -2% | 24% | 30% | ↑ 6% |

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

INTERNET POSTING

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

Education Code 37.0832(a)–(e)

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

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| FALSE CLAIM | A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action. |
| TIMELY REPORTING | Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct. |
| REPORTING PROCEDURES | To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. |
| STUDENT REPORT | |
| EMPLOYEE REPORT | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee. |
| REPORT FORMAT | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form. |
| PROHIBITED CONDUCT | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct. |
| INVESTIGATION OF REPORT | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate. |
| CONCLUDING THE INVESTIGATION | Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee. |
| NOTICE TO PARENTS | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying. |

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| DISTRICT ACTION BULLYING | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. |
| DISCIPLINE | <p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p> |
| CORRECTIVE ACTION | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| TRANSFERS | The principal or designee shall refer to FDB for transfer provisions. |
| COUNSELING | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| IMPROPER CONDUCT | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| CONFIDENTIALITY | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation. |
| APPEAL | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| RECORDS RETENTION | Retention of records shall be in accordance with CPC(LOCAL). |
| ACCESS TO POLICY AND PROCEDURES | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices. |