North East Independent School District

000 District Improvement Plan

2026-2027

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Mission Statement

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

Vision

Call to Action

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

Core Values

Academic Rigor, Excellence, Integrity, Security & Service

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Goals

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 1: Athletics: Integrate automated educational software across all 7 comprehensive high schools to proactively plan students' academic eligibility for college sports and workforce readiness. The system will align school departments, students, and families by tracking learning outcomes across all student activities and providing targeted guidance on the classes, grades, and test scores needed to meet NCAA academic eligibility status and post-secondary goals. (District Scorecard 1.2)

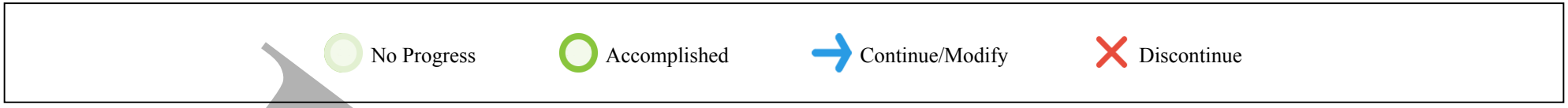
Evaluation Data Sources: Eligibility Status & Course Audits; Learning Outcome & Activity Reports; Honest Game Data Analytics Reports; Workforce Readiness Usage & Skill Progress
Recruit Assist & Dashboard Engagement Metrics

Strategy 1 Details	Reviews			
Strategy 1: Software Implementation: Roll out the automated educational software district-wide across all 7 high schools, ensuring all athletic departments and academic advisors are trained on the platform.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of comprehensive high schools fully integrated with the automated educational software by June 2027. **Staff Responsible for Monitoring:** District Athletic Staff; Campus Athletic Coordinators; High School Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Alignment & Communication: Establish a district-wide communication framework to ensure parents, students, and school counselors are regularly updated on NCAA eligibility status and workforce	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student awareness and proactive management of NCAA academic eligibility requirements. **Staff Responsible for Monitoring:** District Athletic Staff; Campus Athletic Coordinators; High School Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Monitoring & Support: Implement regular quarterly audits of student data using the software to identify gaps in eligibility, providing targeted academic support or intervention as needed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved tracking of workforce readiness and learning outcomes across all student activities. **Staff Responsible for Monitoring:** District Athletic Staff; Campus Athletic Coordinators; High School Counselors				

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 2: BILINGUAL/ESL SECONDARY MATH: By the Spring 2027, Emergent Bilingual students will increase meets level performance by 3% points or more on STAAR Mathematics administration in 7th grade from 22.36% to 25.36% and in 9th grade from 22.52% to 25.52%. (District Scorecard 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough data of direct implementation of the ELPS (English Language Proficiency Standards) in all 7th and 9th grade Math courses, direct observation artifacts of evidence of SWIRLing (Speaking, Writing, Interacting, Reading, and Listening) of Success Criteria with Content and Language Supports, and Math DEUA's (District End of Unit Assessments) in 7th and 9th grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional Learning: By Oct 2026, secondary math leaders (Math AD, Math Specialist, Math IC's, and 7th and 9th grade Math teachers) will be trained on the implementation of the ELPS (English Language Proficiency Standards) in Action and SWIRLing of Success Criteria with Content and Language Supports. Followed by individualized/group coaching by District ESL Specialists to ensure implementation and delivery of supports for EB students. **Strategy's Expected Result/Impact:** 100% of 7th and 9th math course educators and other math leaders have been trained and are implementing ELPS and language supports across all 7th and 9th grade Math courses during daily instruction. **Staff Responsible for Monitoring:** ESL Specialist; Assistant Director of ESL K-12				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation Monitoring: Beginning in Oct. 2026, math content leaders and ESL department will conduct classroom walkthroughs to monitor the implementation of ELPS and content and language supports in 7th and 9th grade classrooms via classroom plans (Learning Intentions and Success Criteria) and observable opportunities to SWIRL (Speaking, Writing, Interacting, Reading, and Listening) during delivery of math lessons. **Strategy's Expected Result/Impact:** EB students are provided multiple opportunities to engage daily with the content area language of instruction. Quarterly reviews will ensure EB students who are not on track are identified and receive targeted interventions. Classroom walkthroughs conducted will show an increase of 50% (from fall baseline) in the observable use of opportunities for listening, speaking, reading, writing, and interaction during core content lessons. **Staff Responsible for Monitoring:** ESL Specialist, Assistant Director of ESL K-12				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data Monitoring: Beginning in Oct. 2026, content leaders and ESL specialists will conduct quarterly "EB Data Dives" to analyze DEUA for all emergent bilingual students. For students not demonstrating quarterly progress, an intervention plan will be suggested, and its implementation will be reviewed at the next data meeting. **Strategy's Expected Result/Impact:** Emergent bilingual students not demonstrating progress, will receive individualized support. **Staff Responsible for Monitoring:** ESL Specialist, Assistant Director of ESL K-12				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 3: BILINGUAL/ESL DEPARTMENT: Increase the percentage of Emergent Bilingual students demonstrating annual English-language proficiency growth from the Spring 2026 TELPAS by 5% in Elementary from 35% to the state target of 40%, by 3% in Middle School from 31% to exceed the state target of 30% to 35%, and 3% in High School from 28% to exceed the state target of 28% to 31% by strengthening ELPS-aligned language instruction across Speaking, Writing, Interacting, Reading, and Listening. (District Scorecard 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: K-12 Observation of direct implementation of the ELPS (English Language Proficiency Standards) across core content areas and opportunities to Speak, Write, Interact, Read, and Listen the language of instruction (core content).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional Learning: By Oct 2026, ensure content departments leads in Math, Science, Social Studies, ELAR are trained on the implementation of the ELPS (English Language Proficiency Standards). **Strategy's Expected Result/Impact:** 100% of Core leaders have been trained and are ensuring the implementation of the ELPS are evident alongside the TEKS and how to ensure opportunities to SWIRL (Speak, Write, Interact, Read, and Listen) core content via Content Based Language Instruction. **Staff Responsible for Monitoring:** BILINGUAL/ESL Director, Assistant Directors, and Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Professional Learning: By May 2027, enhance educator effectiveness in supporting Emergent Bilinguals through targeted use of TELPAS data and instructional strategies across all classrooms and content areas by providing various opportunities for professional development sessions for educators. **Strategy's Expected Result/Impact:** Increased the frequency and comfort with which teachers implement Emergent Bilingual instructional content and language supports, to obtain increased TELPAS scores. **Staff Responsible for Monitoring:** BILINGUAL/ESL Director, Assistant Directors, Specialists, Bilingual/ESL Program Services Specialist				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implementation Monitoring: Beginning in Oct. 2026, content leaders and ESL department will monitor the implementation of ELPS, CBLI, and opportunities to SWIRL via review of artifacts (lessons plans) and classroom observations. **Strategy's Expected Result/Impact:** Core content area teachers will be utilizing ELPS alongside the content TEKS and increase opportunities for students to use the language of instruction. **Staff Responsible for Monitoring:** BILINGUAL/ESL Director, Assistant Directors, and Specialists				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Data Monitoring: Beginning in Oct. 2026, content leaders and ESL department will monitor DEUA data for core areas to review emergent bilingual progress. **Strategy's Expected Result/Impact:** An increase in EB progress across all core contents. **Staff Responsible for Monitoring:** BILINGUAL/ESL Director, Assistant Directors, and Specialists				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Targeted Service: By Dec. 2026, all campuses earning "0" growth points for the 2026 administration of TELPAS will receive individualized service plans. **Strategy's Expected Result/Impact:** Measurable gains in TELPAS progress, educator comfort and frequency of CBLI and ELPS implementation, a responsive data informed campus intervention system **Staff Responsible for Monitoring:** BILINGUAL/ESL Director, Assistant Directors, Specialists, and Bilingual/ESL Program Services Specialist				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 4: CAREER AND TECHNICAL EDUCATION: By June 2027, the percentage of graduates who reach CTE Completer Status and earn an IBC will increase from 6.9% to 11.9% to support our NEISD House Bill 3 goals and accountability performance. (District Scorecard Indicator: Students 1.2 a)

High Priority

HB3 Goal

Evaluation Data Sources: Increased completion of CTE Pathways and IBC attainment for our district for the 26-27 graduating class

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The CTE Instructional Specialist will support implementation of research based instructional strategies in the classroom with students through model teaching and coaching on a weekly basis to increase student engagement from 70% to 100%. **Strategy's Expected Result/Impact:** Increased engagement of students and overall interest in continuing their CTE pathway towards becoming a completer. Engagement strategies, such as Lead4ward quick checks and instructional playlist, are consistently observed being used by teachers during non-evaluative observations. Increase in student success on Industry Based Certifications Increase in student enrollment in CTE courses in both MS and HS **Staff Responsible for Monitoring:** CTE Office **Funding Sources:** - 289 Title IV, Part A-SSAEP, - 244 Perkins Career and Technical Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a focused list of each Campus' CTE Completers who do not have an IBC at the start of the 26-27 school year and collaborate on systems to ensure success for that target population. **Strategy's Expected Result/Impact:** Increase our percentage of completers who earned an IBC from 74% to 100% **Staff Responsible for Monitoring:** CTE Office **Funding Sources:** - 244 Perkins Career and Technical Education				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 100% of new teachers to CTE will participate in additional professional development and instructional learning walks throughout the year (District Scorecard 2.2) **Strategy's Expected Result/Impact:** Teacher retention data Increased engagement of students **Staff Responsible for Monitoring:** CTE Office **Funding Sources:** - 244 Perkins Career and Technical Education, - 289 Title IV, Part A-SSAEP				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 5: COLLEGE CAREER MILITARY READINESS: By June 2027, percentage of annual graduates who meet CCMR criteria will increase annually from 72% to 75% to support our district and House Bill 3 goals and accountability performance. (District Scorecard Indicator: Students 1.2 a)

High Priority

HB3 Goal

Evaluation Data Sources: Monitoring performance of students in grades 9 - 12 on all post-secondary readiness exams : TSIA 2.0, SAT, ACT, Dual Credit, OnRamps, and College Prep (ELAR); Increase completion of CTE Pathways and IBC attainment for our district.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Access and analyze data to support campuses in setting goals, monitoring progress, and identifying individual student needs to provide targeted interventions and prepare students for exams through strategic academic support. **Strategy's Expected Result/Impact:** Increase in CCMR attainment district-wide **Staff Responsible for Monitoring:** Counseling and Guidance Services, CCR Coordinator, Advanced Academics Coordinator, Advanced Academics Specialist, Certified School Counselors, CCMR Specialists, CTE Department **Funding Sources:** Mastery Prep - 289 Title IV, Part A-SSAEP - $44,700, Supplemental Pay- College Board Assessment Prep - 289 Title IV, Part A-SSAEP - $20,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide post secondary testing opportunities to include TSIA, PSAT, SAT, ACT, AP, and ASVAB. **Strategy's Expected Result/Impact:** Increase CCMR Target Outcome Goals from 72% to 75%. The percent of annual graduates who have shown college readiness in math and english will increase to over 50%. **Staff Responsible for Monitoring:** Advanced Academics Coordinator, Advanced Academics Specialist, College and Career Readiness Coordinator, CCMR Specialists, Director for Guidance Services, Certified School Counselors **Funding Sources:** PSAT Exams - 199 CCMR - PSAT Exams, SAT and ACT School Day Exams - 199 CCMR, Post Secondary Exam Preparation - 289 Title IV, Part A-SSAEP, CCMR Specialists - 199 CCMR				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase the percent of students enrolled in CTE Principles courses in middle and high school in order to increase CTE Pathway Completers through aligned programs of study by 5%. We will increase Industry Based Certifications (IBCs) by 15% for the 2026-27 school year. **Strategy's Expected Result/Impact:** Increase percentage of program of study completers (5%) and attainment of IBCs (15%) by completers district-wide. **Staff Responsible for Monitoring:** Career and Technical Education Office **Funding Sources:** - 244 Perkins Career and Technical Education				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 100% of eighth grade students will complete a career interest survey to guide the creation of their 4-year plans. High school counselors will utilize those 4 year plans during Individual Planning sessions to support course selection that aligns with post-secondary plans. **Strategy's Expected Result/Impact:** Students and families will make informed decisions regarding graduation requirements and plans for academic, college, career, and military readiness. **Staff Responsible for Monitoring:** Counseling & Guidance Services, Certified School Counselors, CTE Department, CTE teachers, Library Services and school librarians **Funding Sources:** CTE - 199 State Career & Technical				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Support campuses in setting goals, monitoring progress and supporting individual Advancement Via Individual Determination (AVID) students to meet post secondary readiness and graduation. **Strategy's Expected Result/Impact:** Increase in STAAR results, graduation rates, and CCMR attainment district wide **Staff Responsible for Monitoring:** AVID District Director, Advanced Academics Specialist **Funding Sources:** - 199 SCE Title IA, Schoolwide Activity				

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Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: A Career and College Exploration course will be offered to all middle school 7th graders to provide data on what pathways students are interested in. Middle school and high school campuses will adjust offerings in response to student's wants and needs to provide career preparation opportunities to students aligned to their interests. **Strategy's Expected Result/Impact:** Total number of students achieving Career and Technical Education Completer status will increase by 5% by the end of the 2025 school year. Steadily increasing CTE completers will align with new TEA CCMR accountability requirements and aide in the attainment of District HB 3 goals. **Staff Responsible for Monitoring:** Career and Technical Education Office **Funding Sources:** - 244 Perkins Career and Technical Education				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Career and Technical Education (CTE) curriculum documents will align to instructional priorities and student certification attainment. **Strategy's Expected Result/Impact:** Total number of students who earn an Industry-Based Certification (IBC) will increase by 15%. Steadily increasing the number of IBCs attained will align with new TEA CCMR accountability requirements and aide in the attainment of District HB 3 goals. **Staff Responsible for Monitoring:** Career and Technical Education- Instructional Specialist **Funding Sources:** - 255 Title II, Part A				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Support campuses in identifying and removing barriers in order to expand enrollment in Advanced Placement (AP), dual credit, On-Ramps, College Prep, Career and Technical Education (CTE), and student leadership courses. **Strategy's Expected Result/Impact:** Increased participation in these programs will provide demonstration of post-secondary readiness. **Staff Responsible for Monitoring:** Counseling & Guidance Services, Certified School Counselors, CTE Department, College and Career Coordinator, Advanced Academics Coordinator and Advanced Academics Specialist				



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Performance Objective 6: EARLY CHILDHOOD: By the end of the 2026-2027 school year, the percentage of students who meet on track status in Phonological Awareness, as measured by the Fall to Spring CIRCLE Progress Monitoring Assessment, will increase from 48% to 58% in Pre-K. (District Scorecard Indicator 1.1)

High Priority

HB3 Goal

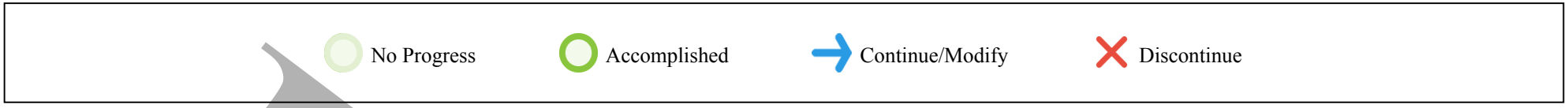
Evaluation Data Sources: Pre Kindergarten CIRCLE Progress Monitoring Assessment, Pre Kindergarten District Progress Monitoring Assessments in Alliteration and Rhyming

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Throughout the 2026-2027 academic year, the Early Childhood Team will provide targeted professional development and support for phonological awareness instruction. This initiative includes systematic PD follow-up coaching. **Strategy's Expected Result/Impact:** Pre Kindergarten teachers will understand, intentionally implement, phonological awareness strategies with fidelity learned through LETRS, Heggerty webinar, Estrellita webinar, and Letter Links professional development. **Staff Responsible for Monitoring:** Early Childhood Assistant Director and Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Early Childhood Team will provide professional development and follow up support to Pre-K PLC data leads throughout the 26-27 school year focusing on CIRCLE and district progress monitoring rubrics in AWARE. **Strategy's Expected Result/Impact:** PreK campus data leads will support campus teams with leading, collaborating, and facilitating PreK PLC, focusing on areas of growth in phonological awareness and SEL using the CIRCLE and district Alliteration and Rhyming rubrics in AWARE. **Staff Responsible for Monitoring:** Early Childhood Assistant Director and Specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate six EC PLC sessions with the Early Childhood Special Education (ECSE) team and Pre-K Academy instructional coaches to analyze Phonemic Awareness (PA) data and establish targeted instructional and next steps for teachers. **Strategy's Expected Result/Impact:** Collaborative data review and instructional planning established across Early Childhood, ECSE, and Pre-K Academy Instructional Coaches based off district data. **Staff Responsible for Monitoring:** Early Childhood Assistant Director, EC Specialists, ECSE Specialist and Pre-K Academy Instructional Coaches.				

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 7: EARLY CHILDHOOD: Pre-Kindergarten students will increase their on track/monitor performance on the 2027 CIRCLE Progress Monitoring Assessment in Phonological Awareness by 3%, moving from 90% in the 2025-2026 school year to 93% by the end of the 2026-2027 school year. (District Scorecard Indicator 1.1)

High Priority

Evaluation Data Sources: Pre Kindergarten CIRCLE Progress Monitoring Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Throughout the 2026-2027 academic year, the Early Childhood Team will provide targeted professional development and support for SEL instruction. This initiative includes systematic PD follow-up coaching. **Strategy's Expected Result/Impact:** Pre Kindergarten teachers will understand, implement, and intentionally plan SEL strategies with fidelity learned through New Teacher Orientation, Curriculum Day, and New Teacher Cohort Professional Development. **Staff Responsible for Monitoring:** Early Childhood Assistant Director and Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Pre-K teachers will calibrate behavioral observations, examples and assessment rubrics to establish district-wide consistency in evaluating and supporting students' social-emotional development. **Strategy's Expected Result/Impact:** Eliminate individual teacher bias in social-emotional evaluations, ensuring a student evaluated as "meeting expectations" in one school meets the exact same criteria district-wide. **Staff Responsible for Monitoring:** Early Childhood Assistant Director and Specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Facilitate six EC PLC sessions with the Early Childhood Special Education (ECSE) team and Pre-K Academy instructional coaches to analyze Social Emotional Learning (SEL) data and establish targeted instructional and next steps for teachers. **Strategy's Expected Result/Impact:** Collaborative data review and instructional planning established across Early Childhood, ECSE, and Pre-K Academy Instructional Coaches based off district data. **Staff Responsible for Monitoring:** Early Childhood Assistant Director, EC Specialists, ECSE Specialist and Pre-K Academy Instructional Coaches.				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a systematic, social-emotional learning (SEL) data collection to deliver targeted, individualized interventions and foster developmental outcomes across all Pre-K classrooms. **Strategy's Expected Result/Impact:** Routine, SEL data provides clear trajectories of student growth in self-regulation, empathy, and peer collaboration over the school year. **Staff Responsible for Monitoring:** Early Childhood Assistant Director and Specialists				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 8: BILINGUAL/ESL ELEMENTARY ELAR: By May 2027, the percentage of 3-5 Emergent Bilingual students meeting or exceeding Meets Level on the STAAR Reading assessment will increase in 3rd grade from 40% to 42%, 4th grade from 51% to 53%, and 5th grade from 51% to 53%. (District Score Card 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: 3rd - 5th DEUAs in units 2, 3, and 4 for selected/priority campuses
IPG and ELD usage
Teacher active participation in PDs and courses
Instructional Learning Walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development to enhance educator effectiveness in supporting Emergent Bilinguals through targeted language strategies and practices. **Strategy's Expected Result/Impact:** Increase participation of teachers in professional developpment **Staff Responsible for Monitoring:** Director, AD, Bilingual Specialist, Bilingual Coaches, and Adminstratiors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborative Planning and Instructional Modeling: Leverage specialists' expertise to build teacher capacity through modeling of high-quality, STAAR-aligned instruction that incorporates Content-Based Language Instruction, linguistic scaffolds, and biliteracy strategies (e.g., Dictado, Talk Read Talk Write, Lotta Lara, RuLE, ELD). **Strategy's Expected Result/Impact:** Teacher Instructional Growth Student Instructional Growth **Staff Responsible for Monitoring:** Bilingual/ESL Director, Assistant Director, Specialist, Coaches, and Administrators				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 9: BILINGUAL/ESL ELEMENTARY K-2 - Increase the percentage of students who achieve meets or exceeds in Sentence Reading Fluency scores, as measured by Spring 2026 to Spring 2027 MAP Reading Fluency Assessment, from 15% to 17% in Kinder, 39% to 41% in Grade 1, 67% to 69% in Grade 2. (District Scorecard Indicator 1.1: Each child will demonstrate academic growth).

Evaluation Data Sources: K-2 Unit Internalization sessions (attendance)
Curriculum Day sessions (attendance)
Design Days (attendance)
Capture Window Data Entry checks (% of campuses)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through continued training and support of structured reading fluency strategies (ECo, Lotta Lara, RuLE), teachers will provide daily practice opportunities during Tier 1 instruction in Grades K-2. **Strategy's Expected Result/Impact:** We expect to see an increase in oral reading fluency scores. Metrics: K-2 Unit Internalization sessions (attendance) Curriculum Day sessions (attendance) Design Days (attendance) **Staff Responsible for Monitoring:** Bilingual/ESL Asistant Director and Bilingual/ESL Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through training and implementation support of Tier 1 progress monitoring, teachers will consistently track Tier 1 fluency data. **Strategy's Expected Result/Impact:** We expect to see 100% of campuses tracking Tier 1 fluency in Grades K-2. Metrics: Capture Window Data Entry checks (% of campuses) Curriculum Day (attendance) **Staff Responsible for Monitoring:** Bilingual/ESL Assistant Director and Bilingual/ESL Specialists				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 10: BILINGUAL/ESL ELEMENTARY MATH- By May 2027, the percentage of 3-5 Emergent Bilingual students meeting or exceeding Meets Level on the STAAR Mathematics assessment who achieve Meets Level will increase from 39% to 41% in 3rd grade, 41% to 43% in 4th grade, and 39% to 41% in 5th grade. (District Score Card 1.1)

Evaluation Data Sources: 3rd - 5th DEUAs in units 2, 3, and 4 for selected/priority campuses
IPG and ELD usage
Teacher active participation in PDs and courses
Instructional Learning Walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development to enhance educator effectiveness in supporting Emergent Bilinguals through targeted language strategies and practices. **Strategy's Expected Result/Impact:** Increase participation of teachers in professional development **Staff Responsible for Monitoring:** Bilingual/ESL Assistant Director, Bilingual/ESL Specialist				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 11: ELEMENTARY ELAR: By the end of the 2026-2027 school year, the percentage of students who meet or exceed Sentence Reading Fluency scores, as measured by Fall to Spring MAP Reading Fluency Assessment, will increase from 26% to 36% in Grade 1 and from 38% to 65% in Grade 2 (District Scorecard Indicator 1.1).

HB3 Goal

Evaluation Data Sources: MAP Reading Fluency
Oral reading fluency assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through continued training and support of structured reading fluency strategies (echo, choral, partner reading), teachers will provide daily practice opportunities during Tier 1 instruction in Grades K-2. **Strategy's Expected Result/Impact:** We expect to see an increase in oral reading fluency scores on Tier 1 progress monitoring data and MAP Reading Fluency - Sentence Reading Fluency. **Staff Responsible for Monitoring:** Elementary ELAR Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through training and implementation support of Tier 1 progress monitoring, teachers will consistently track Tier 1 fluency data. **Strategy's Expected Result/Impact:** We expect to see 100% of campuses tracking Tier 1 fluency in Grades K-2. **Staff Responsible for Monitoring:** Elementary ELAR team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through local implementation of Texas Reading Academies, teachers will engage in targeted coaching cycles aligned to the science of reading, gradual release of responsibility, and explicit and systematic instruction. **Strategy's Expected Result/Impact:** We expect to see an increase in evidence-based literacy instruction. **Staff Responsible for Monitoring:** Elementary ELAR Team, Reading Academies Cohort Leaders **Funding Sources:** - 255 Title II, Part A				

 No Progress  Accomplished  Continue/Modify  Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 12: ELEMENTARY ELAR: By the end of the 2026-2027 school year, the percentage of Grade 3-5 students achieving Meets performance on STAAR Reading Language Arts will increase from 58% to 61% (District Scorecard Indicator 1.1).

High Priority

HB3 Goal

Evaluation Data Sources: STAAR RLA performance
DEUA performance
Sub-population performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through continued training and support, teachers will provide students with opportunities to engage in discourse and respond to complex grade-level texts during Tier 1 instruction. The Elementary ELAR team will collaborate with the Elementary Bilingual/ESL and Special Education teams to design professional learning that incorporates Content-Based Language Instruction (CBLI) strategies and appropriate scaffolds for diverse learners. **Strategy's Expected Result/Impact:** We expect to see an increase in practice opportunities for students to discuss, analyze, and write about complex, grade-level. This will lead to an increase in Meets performance on DEUAs and STAAR RLA. **Staff Responsible for Monitoring:** Elementary ELAR Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through training and implementation support of best practices in writing instruction, teachers will analyze written responses on mid-unit and DEUAs and adjust instruction accordingly. The Elementary ELAR team will collaborate with the Elementary Bilingual/ESL and Special Education teams to design professional learning that incorporates Content-Based Language Instruction (CBLI) strategies and appropriate scaffolds for diverse learners. **Strategy's Expected Result/Impact:** We expect to see growth in written response scores on DEUAs and mid-unit assessments. This will lead to an increase in Meets performance on DEUAs and STAAR RLA. **Staff Responsible for Monitoring:** Elementary ELAR Team				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Through local implementation of Texas Reading Academies, teachers will engage in targeted coaching cycles aligned to the science of reading, gradual release of responsibility, and explicit and systematic instruction. **Strategy's Expected Result/Impact:** We expect to see an increase in evidence-based literacy instruction. **Staff Responsible for Monitoring:** Elementary ELAR Team, Reading Academies Cohort Leaders **Funding Sources:** - 255 Title II, Part A				

No Progress | Accomplished | Continue/Modify | Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 13: ELEMENTARY MATH: Increase Meets level performance on all 3rd-5th grade STAAR by 4%. Increase 3rd Grade from 48% to 52%; increase 4th Grade from 49% to 53%; increase 5th Grade from 53% to 57%.
(District Scorecard 1.1)

High Priority

Evaluation Data Sources: DEUAs, MAP, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor MAP and DEUA data to support teachers and leaders. **Strategy's Expected Result/Impact:** MAP/DEUA/STAAR--We will monitor progress in targeted areas in each grade level. We will also see an increase in Meets level performance on all 3-5 Math STAAR by 4% in each grade level. **Staff Responsible for Monitoring:** Assistant Director, Specialists and Instructional Coaches **Funding Sources:** subs for professional learning - 255 Title II, Part A - $70,398				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 14: ELEMENTARY MATH: Increase teacher clarity of math content and instructional pedagogy in grades K-5. (District Scorecard 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: Surveys by grade level by unit, DEUAs, MAP, STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional learning, guidance and follow-up support to increase teacher content knowledge in math. **Strategy's Expected Result/Impact:** Teachers are providing students access to math tools to build their conceptual understanding during Tier 1 instruction. **Staff Responsible for Monitoring:** Assistant Director, Specialists and Instructional Coaches **Funding Sources:** - 255 Title II, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Streamline communication and utilize surveys to collect data and monitor progress on PLC processes, specifically the use of CFAs to monitor student progress. **Strategy's Expected Result/Impact:** Teachers are making instructional decisions based on CFA data. **Staff Responsible for Monitoring:** Assistant Director, Specialists and Instructional Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborate with Bil/ESL team and SpEd team to increase teachers' understanding of effective strategies for both populations of students. **Strategy's Expected Result/Impact:** Teachers will utilize strategies to support both populations of students. Both populations of students will increase in meets level performance by 4% in all grade levels. **Staff Responsible for Monitoring:** Assistant Director, Specialists and Instructional Coaches				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 15: ELEMENTARY SCIENCE: Improve scientific writing and reasoning skills for all elementary students through consistent use of interactive science notebooks and evidence based written responses across K-5 classrooms. From Fall 2026 to Spring 2027, the percentage of 5th grade students earning full credit, a score of 2, on constructed response items on district end of unit assessments will increase by at least 15%.
(District Scorecard 1.1a and 1.1c)

Evaluation Data Sources: Classroom observations, MAP, DEUAs, STAAR Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Interactive Science Notebooks Teachers will integrate interactive science notebooks into daily science instruction as a tool for students to record and analyze data, develop and revise models, explain scientific concepts, and support their thinking with evidence while addressing grade level science TEKS and Scientific and Engineering Practices. **Strategy's Expected Result/Impact:** Implementation Measure: 100% of K-5 classrooms will demonstrate consistent use of interactive science notebooks, monitored through campus Think Tank meetings, PLC evidence, and the district notebook feedback questionnaire. Expected Result/Impact: Student notebook evidence will demonstrate increasingly proficient scientific reasoning, including the ability to use observations, data, models, and content knowledge to support explanations. From Fall 2026 to Spring 2027, the percentage of 5th grade students earning full credit on district constructed response items will increase by at least 15%. **Staff Responsible for Monitoring:** Campus ICs, Science PLCs, Science Assistant Director and Science Specialists.				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Writing in Science Professional Learning and PLC Calibration Provide embedded professional learning through Writing in Science sessions, Unit Launches, Planning Labs, modeled lessons, and PLC collaboration focused on writing across the 5Es, scaffolding short constructed responses, Talk Read Talk Write, analyzing science notebooks, and calibrating constructed responses using common criteria. **Strategy's Expected Result/Impact:** Implementation Measure: Elementary science specialists and campus instructional coaches will provide professional learning and collaborative planning opportunities throughout the year. PLC teams will engage in recurring analysis and calibration of student notebook entries and constructed responses. Expected Result/Impact: Teachers will demonstrate greater consistency in expectations for scientific writing and evidence based reasoning. Student responses will demonstrate improvement in selecting relevant evidence, accurately communicating science understanding, and explaining how evidence supports scientific thinking, contributing to the 15% increase in students earning full credit on constructed responses. **Staff Responsible for Monitoring:** Campus ICs, Science PLCs, Science Assistant Director and Science Specialists **Funding Sources:** - 255 Title II, Part A - $19,592				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 16: ELEMENTARY SCIENCE: Grade 5 Science Achievement
By the end of the 2026-2027 school year, the percentage of 5th grade students performing at Meets Grade Level or above will increase from 40% to 45%, as measured by ongoing assessments and the Grade 5 STAAR Science assessment. (District Scorecard 1.1.a, 1.1.c)

Evaluation Data Sources: DEUAs, CFAs, STAAR Science 5th grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Unit Launches and Planning Labs Provide Unit Launches and Planning Labs that support teachers in internalizing grade level science TEKS, identifying essential learning outcomes, anticipating misconceptions, establishing success criteria, and planning learning experiences and formative assessments aligned to the rigor of the standards. **Strategy's Expected Result/Impact:** Implementation Measure: Unit Launches and Planning Labs will be provided throughout the year around prioritized science units and identified areas of instructional need. Evidence of implementation will be monitored through planning artifacts, PLC work, campus feedback, and formative assessment results. Expected Result/Impact: Teachers will demonstrate stronger alignment among the intended, taught, and assessed curriculum. Throughout the 2026-2027 school year, at least 50% of 5th grade students will score 72% or higher on targeted campus formative assessments, serving as a leading indicator of progress toward the STAAR outcome. **Staff Responsible for Monitoring:** Science specialist team, Asst Director of Science, Campus instructional Leaders (ICs,etc.)				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLC Data Analysis and Instructional Response Strengthen science PLC processes by engaging teams in ongoing analysis of formative and district assessment data, with particular attention to district hotspots and targeted TEKS. PLC teams will use evidence of student learning to determine appropriate instructional responses, including integrated stations, academic vocabulary development, spiral review, targeted small group instruction, reteach, and enrichment. **Strategy's Expected Result/Impact:** Implementation Measure: 5th grade PLC teams will routinely review common formative assessment and district assessment evidence, identify students requiring additional time and support or enrichment, and document instructional responses and subsequent evidence of learning. Expected Result/Impact: Student performance on targeted TEKS will improve across formative assessment cycles, with at least 50% of students achieving 72% or higher on targeted campus formative assessments. By Spring 2027, Grade 5 Science performance will increase from 40% to at least 45% Meets Grade Level or above on STAAR Science. **Staff Responsible for Monitoring:** Science specialist team, Asst Director of Science, Campus instructional Leaders (ICs,etc.)				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 17: ELEMENTARY SOCIAL STUDIES: By the end of 2026-27 school year, the percentage of 3-5 students achieving Meets performance on the Social Studies DEUAs will increase from an overall average of 16% to 18%. (District Scorecard Indicator 1.1.a, 1.1.b, 1.1c)

Evaluation Data Sources: Elementary Social Studies DEUAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional learning through self-paced sessions on the topics of building background knowledge, building academic vocabulary, and deepening knowledge using primary sources. **Strategy's Expected Result/Impact:** Teachers engaging in the professional learning and support opportunities will demonstrate greater consistency in expectations in student learning using primary sources and social studies knowledge. **Staff Responsible for Monitoring:** Assistant Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Follow up with teachers who have completed the self-paced sessions to support implementation success. **Strategy's Expected Result/Impact:** Professional learning participants receiving requested support will successfully apply their learning in their classrooms. **Staff Responsible for Monitoring:** Assistant Director, Teachers				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 18: GIFTED & TALENTED SERVICES: By the end of the 2026-27 school year, GT students will increase STAAR Masters performance in ELAR from 78% in 2026 to 81%, and in Math from 63% in 2026 to 68 %, through the consistent use of Depth and Complexity resources across 3rd-5th, with a focus on 6th grade classrooms. This targeted approach will support differentiated Tier 1 instruction that meets the unique learning needs of GT and advanced students. (District Scorecard Indicator 1.1)

Evaluation Data Sources: TAPR
STAAR, MAP, DEUA growth (2-year cycle, including BOY, MOY, EOY)
Classroom walkthrough data, including quarterly Depth & Complexity audit
PLC artifacts
Professional Learning (enrollment, participation, and feedback)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bridge the momentum of Depth & Complexity resources from elementary grades (particularly 3rd-5th) to secondary grades (particularly 6th-8th), starting with a focus on 6th grade, including teacher resources for, and student experiences with, D&C icons and critical writing. This includes specific training for teachers and an audit led by the GT Services Team. **Strategy's Expected Result/Impact:** Achieve at least 3% growth in GT students' ELAR STAAR Masters performance and at least 5% growth in GT students' Math STAAR Masters performance across 3rd-5th grades, with a specific focus on 6th grade as a pivotal bridge between elementary and secondary schools. **Staff Responsible for Monitoring:** GT Assistant Director, GT Instructional Specialist, Campus Leadership				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 19: LEARNING SUPPORT SERVICES: By the end of the 26-27 school year, improve 4 year longitudinal graduation rate from 87.8% to 93% (Closing the Gaps Domain). (District Scorecard 1.2a, 1.2b, 1.2c)

High Priority

Evaluation Data Sources: Graduation rates, TAPR, Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support at-risk students in earning course credit through Achieve Credit Recovery programs so they graduate with their cohort. **Strategy's Expected Result/Impact:** Increase graduation rate. Decrease the student dropouts. **Staff Responsible for Monitoring:** Campus Leadership, Certified School Counselors, Deans, SCE teachers, Assistant Director for At-Risk, Director of Guidance, Pregnancy Related Services Instructors, Senior Director of Learning Support Services, Executive Director for Strategic School Improvement, and Executive Director for Secondary of Curriculum and Instruction. **Funding Sources:** - 199 SCE Accelerated Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Connect more students to CTE in middle and high school and set on a path for the completion of a pathway. **Strategy's Expected Result/Impact:** Increased graduation rate (On average, CTE connected students have a 10% higher graduation rate than non-CTE peers) **Staff Responsible for Monitoring:** Career and Technical Education Office				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus counselors will create personal graduation plans with 9th grade students to make informed curriculum choices to be prepared for success beyond high school. **Strategy's Expected Result/Impact:** Reduce retention rates and increase graduation rates. **Staff Responsible for Monitoring:** Campus Counselors, SSI - Counseling & Guidance Dept.				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Support increased high school graduation and completion rates by proactively identifying and addressing barriers to student success. Strengthen dropout prevention and intervention efforts through early identification, targeted supports, consistent case management, and ongoing monitoring of students at risk of dropping out. **Strategy's Expected Result/Impact:** Increase graduation rate Decrease chronic absenteeism, decrease drop out rate, reclassification of students by on cohort **Staff Responsible for Monitoring:** At-Risk Campus and Campus Leadership Teams, Certified School Counselors, Deans, SCE teachers, Assistant Director for At-Risk, At-Risk Case Manager Director of Guidance, Pregnancy Related Services Instructors, Senior Director of Learning Support Services, Executive Director for Strategic School Improvement, and Executive Director for Secondary of Curriculum and Instruction. **Funding Sources:** - 199 SCE Accelerated Education				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 20: PERFORMANCE AND ACCOUNTABILITY: Increase the number of campuses that utilize the digital data walls (DDW) or other progress trackers consistently to monitor student progress in meeting their goals from 41% to 50% by May 2027 (District Scorecard Indicator 1.1a)

Evaluation Data Sources: Quarterly progress monitoring
Digital Data Wall check-in
Monitoring Progress Trackers with K-2
Google feedback form
41% (26 out of 64) to 50% (32 out of 64)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide DDW's earlier in the year, monitor the usage of the DDW's in the generic data folder quarterly, and reach out if they need further support. **Strategy's Expected Result/Impact:** Consistent and purposeful usage of the digital data wall. **Staff Responsible for Monitoring:** Director for Performance and Accountability and Data Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Build capacity of our leaders and teachers to understand the accountability system and how to lead student learning and support campus and district success. **Strategy's Expected Result/Impact:** Leaders solidify understanding of growth and how to identify students that need support at all levels. **Staff Responsible for Monitoring:** Director for Performance and Accountability and Data Specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus Leadership Teams and participating teachers will complete Google Feedback Forms to share celebrations, challenges, support needs, and next steps related to the use of digital data walls throughout the year. **Strategy's Expected Result/Impact:** The feedback form will provide anecdotal evidence about how digital data walls are being used, the efficiency of the progress trackers, highlight areas of success, and identify needs for support and improvement. **Staff Responsible for Monitoring:** Director for Performance and Accountability and Data Specialists				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 21: SECONDARY ENGLISH LANGUAGE ARTS AND READING: Increase Meets level performance by 3% from 58% to 61% on the 2027 RLA STAAR for grades 6-8 (including EB and special education students) and increase Master's level performance by 1% from 33% to 34% (District Scorecard Indicator 1.1: Each child will demonstrate academic growth).

High Priority

HB3 Goal

Evaluation Data Sources: * Provide professional learning that builds the capacity of teachers and literacy leaders to deepen standards-aligned classroom practice
* Classroom observations Grades 6-8
- Use of HQIM
- Instructional Rigor Check
* DEUA monitoring across units for Grades 6-8
* 2-year cycle of monitoring STAAR performance for Grades 6-8.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional learning that builds the capacity of teachers and literacy leaders to deepen standards-aligned classroom practice with high quality instructional materials (HQIM) and strategies that elevate student thinking such as Charting the Text and Bridging the Text. Please note: These strategies represent primary focus areas and are not a complete list of all 2026-27 strategies utilized. **Strategy's Expected Result/Impact:** After professional learning takes place: through observation and providing feedback on instruction, teachers will deepen knowledge of texts and teach with specificity to the alignment of the TEKS. **Staff Responsible for Monitoring:** Secondary AD, Secondary ELAR Specialists, ELAR Instructional Coaches and Department Heads; Other personnel as needed: ESL and Special Education.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: ELAR Professional Learning Communities (PLCs) in the district will engage in Collaborative Student Work (CSW) protocols--analyzing authentic student writing and reading to adjust Tier I/core instruction. **Strategy's Expected Result/Impact:** * The teachers will intervene, support, or extend instruction to respond to students' learning. * Increase percentage of students achieving Meets and Masters grade-level performance on district DEAUs and STAAR/EOC Reading Language Arts *Reduce performance gaps for emergent bilingual (ESL) and special education students through specialized, co-analyzed instructional adjustments. **Staff Responsible for Monitoring:** Secondary AD; Secondary ELAR Specialists, ELAR Instructional Coaches and Department Chairs, Other personnel as needed: ESL and Special Education.				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor grades 6-8 ELAR District End of Unit Assessments and subpopulation growth supporting the district Meets Goal using the 2026-27 DEUAs and responding to student needs. **Strategy's Expected Result/Impact:** *Data from the DEUAs will show growth in meets and masters percentages over time. *Sub populations including Emergent Bilingual (EB) and special education will grow as the year progresses. **Staff Responsible for Monitoring:** Secondary AD; Secondary ELAR Specialists, ELAR Instructional Coaches and Department Chairs, Other personnel as needed: ESL and Special Education.				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 22: SECONDARY ENGLISH LANGUAGE ARTS AND READING: Increase Meets level performance by 3% from 63% to 66% on the 2027 EOC STAAR for English I and II composite (including EB and special education students) and increase masters level performance by 1% from 14% to 15% composite (District Scorecard Indicator 1.1: Each child will demonstrate academic growth).

High Priority

HB3 Goal

Evaluation Data Sources: * Provide professional learning that builds the capacity of teachers and literacy leaders to deepen standards-aligned classroom practice
* Classroom observations Grades 9-10 (English I & II)
- Use of HQIM
- Instructional Rigor Check
* DEUA monitoring across units for Grades 9-10 (English I & II)
* 2-year cycle of monitoring STAAR performance for Grades 9-10 (English I & II)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional learning that builds the capacity of teachers and literacy leaders to deepen standards-aligned classroom practice with high quality instructional materials (HQIM) and strategies that elevate student thinking such as Charting the Text and Bridging the Text. Please note: These strategies represent primary focus areas and are not a complete list of all 2026-27 strategies utilized. **Strategy's Expected Result/Impact:** After professional learning takes place: through observation and providing feedback on instruction, teachers will deepen knowledge of texts and teach with specificity to the alignment of the TEKS. **Staff Responsible for Monitoring:** Secondary AD, Secondary ELAR Specialists, ELAR Deans and Instructional Coaches; Other personnel as needed: ESL and Special Education.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: ELAR Professional Learning Communities (PLCs) in the district will engage in Collaborative Student Work (CSW) protocols--analyzing authentic student writing and reading responses to adjust Tier I/core instruction. **Strategy's Expected Result/Impact:** * The teachers will intervene, support, or extend instruction to respond to students' learning. * Increase percentage of students achieving Meets and Masters grade-level performance on district DEAUs and STAAR/EOC Reading Language Arts *Reduce performance gaps for emergent bilingual (ESL) and special education students through specialized, co-analyzed instructional adjustments. **Staff Responsible for Monitoring:** Secondary AD, Secondary ELAR Specialists, ELAR Deans and Instructional Coaches: Other personnel as needed: ESL and Special Education.				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor grades 6-8 ELAR District End of Unit Assessments and subpopulation growth supporting the district Meets Goal using the 2026-27 DEUAs and responding to student needs. **Strategy's Expected Result/Impact:** Data from the DEUAs will show growth in meets and masters percentages over time. Sub populations including Emergent Bilingual (EB) and special education will grow as the year progresses. **Staff Responsible for Monitoring:** Secondary AD; Secondary ELAR Specialists, ELAR Instructional Coaches and Department Chairs: Other personnel as needed: ESL and Special Education.				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 23: SECONDARY ENGLISH LANGUAGE ARTS AND READING: Increase the percentage of students in Reading Acceleration and Academic Literacy who meet their annual growth goal on RLA STAAR/EOC by at least 3% on RLA STAAR [each student will grow to the next STAAR performance indicator] (District Scorecard Indicator 1.1: Each child will demonstrate academic growth).
2027 Targets:
* Middle School: At least 55% of students in grades 6-8 Reading Acceleration will meet their annual growth goal, up from 51% in 2026.
* High School: At least 58% of students in Academic Literacy will meet their annual growth goal, up from 55% in 2026.

Note: Performance Indicator Growth: Low to High Did Not Meet/Did Not Meet to Approaches to Meets/Meets to Masters.

High Priority

HB3 Goal

Evaluation Data Sources: * Attendance of campuses attending Reading Acceleration Network of Academic Literacy Academy professional learning sessions
* i-Ready and Lexia Diagnostic growth from BOY to MOY
* DEUA monitoring across units
* Classroom observations with feedback in Reading Acceleration and Academic Literacy classes
* Final: STAAR Growth [performance indicator] and Achivemwnt [performance]

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional learning for Reading Acceleration and Academic Literacy teachers in the complexities of teaching reading (e.g., fluency, word study, vocabulary, and comprehension) and influence teacher development. **Strategy's Expected Result/Impact:** Increase the reading performance of students who did not grow in a performance indicator and/or scored Did Not Meet on their 2026 STAAR on the 2027 STAAR RLA. **Staff Responsible for Monitoring:** Secondary ELAR Assistant Director, Secondary ELAR Instructional Specialists, ELAR Deans, Instructional Coaches, and Department Heads; Other personnel as needed: ESL, Special Education, and Dyslexia Personnel.				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct classroom observations and provide feedback to teachers in Reading Acceleration and Academic Literacy classrooms to strengthen instructional practices such as small group instruction, feedback, and the use of high quality instructional materials (HQIM). **Strategy's Expected Result/Impact:** By providing feedback to teachers in Reading Acceleration and Academic Literacy classrooms, they will be able to instruct the four components of effective reading instruction more effectively (fluency, word study, vocabulary, and comprehension). **Staff Responsible for Monitoring:** Secondary ELAR Assistant Director, Secondary ELAR Instructional Specialists, ELAR Deans, Instructional Coaches, and Department Heads; Other personnel as needed: ESL, Special Education, and Dyslexia Personnel.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Analyze and track the growth of Academic Literacy and Reading Acceleration students through a monitoring group [in PowerBi] and use a data tracker to monitor program effectiveness. **Strategy's Expected Result/Impact:** Student data using the progress monitoring tools will show growth over time in 2026-27. **Staff Responsible for Monitoring:** Secondary ELAR Assistant Director, Secondary ELAR Instructional Specialists, ELAR Deans, Instructional Coaches, and Department Heads; Other personnel as needed: ESL, Special Education, and Dyslexia Personnel.				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 24: SECONDARY MATH: In 2026, 18% of 7th graders achieved at the Meets Performance Level on the 7th grade STAAR test and 55% of accelerated Middle School students achieved at the Masters Performance Level on the Algebra 1 EOC. In 2027, we will increase the percentage of 7th graders who achieve at Meets on the 7th grade STAAR test to 23% and the percentage of accelerated Middle School students who achieve at Masters on the Algebra 1 EOC to 58%. (District Scorecard 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: MAP BOY, MOY data (use STAAR projections); DEAU data; Connecthub data; Classroom walk data; professional learning feedback data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support implementation of newly adopted High Quality Instructional Materials on middle school and high school campuses. **Strategy's Expected Result/Impact:** 100% of teachers will utilize new HQIM on a daily basis and students will receive the supports that they need to learn at high levels. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Instructional Specialists, Campus Math Leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Secondary Math team will provide four 7th grade and three algebra 1 unit trainings throughout the year focused on district power standards, lesson internalization, high leverage strategies, and stakeholder collaboration. **Strategy's Expected Result/Impact:** Teachers who attend unit trainings will become more familiar with the course content and high leverage strategies to use during the unit. They will also engage in the internalization process to ensure deeper planning and more intentional design for high leverage lessons within a unit. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Instructional Specialists, Math Leaders **Funding Sources:** substitutes for training purposes - 255 Title II, Part A - $12,750				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Math leaders and secondary math specialists will support implementation of HQIM and high leverage strategies in the classroom with students through model teaching, co-teaching, and coaching. **Strategy's Expected Result/Impact:** Connecthub data will show an increased use of specific tags (model teaching, coteaching, and implementation support). DEUA data will indicate that students in 7th grade math and accelerated Algebra 1 students in middle school are achieving at higher levels in comparison to the previous school year. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Instructional Specialists, Math Leaders				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The Secondary Math team will monitor growth towards the district Meets and Masters goals using 26-27 DEUA data and MAP projected proficiency data throughout the year. **Strategy's Expected Result/Impact:** DEUA data and MAP projected proficiency data will indicate that 7th grade and MS Algebra 1 students are achieving at higher levels than previous years. **Staff Responsible for Monitoring:** Secondary Math Team, Assistant Director of Secondary Math				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 25: SECONDARY MATH: In 2026, 22.4% of Special Education students achieved at the Meets performance level on the 6th - Alg. 1 Math STAAR tests, while 46% of all students achieved at the Meets performance level. This created a 24% achievement gap between all students and Special Education students. In 2027, 50% of all students will achieve at the Meets performance level on 6th - Alg. 1 STAAR tests and Special Education students will achieve at 29% Meets across all STAAR Math tests, which will close the achievement gap between all students and Special Education students by 3%. (District Scorecard 1.1)

High Priority

HB3 Goal

Evaluation Data Sources: DEUAs, MAP projected proficiency, STAAR/EOC tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support implementation of newly adopted High Quality Instructional Materials on middle school and high school campuses. **Strategy's Expected Result/Impact:** 100% of teachers will utilize new HQIM on a daily basis and students will receive the supports that they need to learn at high levels. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Instructional Specialists				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Secondary Math Specialists and district curriculum writers will be specific about different strategies in each unit that can be used to support SpEd students. They will put these strategies in the instructional planning guides for teachers to access and use to design instruction for their students. **Strategy's Expected Result/Impact:** Teachers will no longer have to search or find strategies to support their SpEd students; instead, the strategies will be called out in the IPGs and they will be able to more easily implement them during lessons. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Instructional Specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Secondary Math team will monitor DEUA data and MAP projected proficiency throughout the year. **Strategy's Expected Result/Impact:** Just in time support will be provided for campuses and teachers as informed by data on DEUA performance. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Specialists				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The secondary math team and math leaders will provide training and support for math teachers in regards to implementing strategies that support SpEd students. 14 unit trainings will occur for 6th - Algebra 1 teachers that will showcase strategies to support SpEd students. Leaders and specialists will also provide professional learning on a daily basis through PLC conversations, coaching support, and just in time training. **Strategy's Expected Result/Impact:** Teachers will design and implement more impactful instruction for SpEd students throughout the year. **Staff Responsible for Monitoring:** Assistant Director of Secondary Math, Secondary Math Specialists, Math Leaders **Funding Sources:** Substitutes for Unit Trainings - 255 Title II, Part A - $25,250				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 26: SECONDARY SCIENCE: EB and SPED Achievement
Improve scientific literacy, analytical reasoning, and access to grade level science content for Emergent Bilingual and Special Education students through intentional lesson internalization, appropriate scaffolding, and targeted instructional support. By the end of the 2026-2027 school year, Middle School Science SPED Meets performance will increase from 24% to 26% and EB Meets performance from 34% to 38%; Biology SPED Meets performance will increase from 51% to 53% and EB Meets performance from 56% to 60%, as measured by STAAR Science and Biology EOC.
(District Scorecard 1.1.a, 1.1.c)

Evaluation Data Sources: CFAs & DEUAs will be monitored for each unit, and teachers will have the opportunity to discuss student performance during district professional learning events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lesson Internalization for Access to Grade Level Science: Provide professional learning and collaborative planning focused on lesson internalization so teachers can identify the science content, language demands, anticipated misconceptions, and cognitive demands of upcoming lessons and intentionally plan appropriate scaffolds, accommodations, and modifications for EB and SPED students while maintaining alignment to grade level TEKS. **Strategy's Expected Result/Impact:** Implementation Measure: Secondary science teachers will engage in lesson internalization through district professional learning, campus PLCs, and collaborative planning opportunities. Campus instructional leaders will support lesson internalization with their teams and provide monthly evidence of implementation and instructional adjustments. Expected Result/Impact: Teachers will demonstrate increased ability to provide EB and SPED students access to rigorous grade level science content while addressing linguistic and cognitive learning needs. By the end of 2026-2027, Middle School SPED Meets will increase from 24% to 26%, Middle School EB Meets from 34% to 38%, Biology SPED Meets from 51% to 53%, and Biology EB Meets from 56% to 60%. **Staff Responsible for Monitoring:** Asst Director of Science, Deans, Teachers and Secondary Science specialists **Funding Sources:** - 255 Title II, Part A - $19,592				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Targeted Instructional Supports and Exemplars Provide campus based and cross departmental support focused on effective science scaffolds, accommodations, and instructional responses for EB and SPED students. Develop and model exemplar lessons, tasks, and student products aligned to identified low performing readiness standards to demonstrate how students can access complex scientific text, models, data, and analytical tasks. **Strategy's Expected Result/Impact:** Implementation Measure: Science specialists, campus instructional leaders, and collaborating departments will provide targeted support based on campus and student needs. PLC teams will use exemplar products and student evidence to identify barriers to learning, select appropriate instructional supports, and monitor student progress on targeted readiness standards. Expected Result/Impact: EB and SPED students will demonstrate increased independence in interpreting scientific information, analyzing models and data, communicating scientific reasoning, and responding to grade level tasks. Improvement on formative and district assessments will serve as evidence of progress toward the identified STAAR Meets targets for both student groups. **Staff Responsible for Monitoring:** Asst Director of Science, Deans, Biology teachers and Secondary Science specialists				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 27: SECONDARY SCIENCE: Increasing Masters Performance
Increase the percentage of on level secondary science students demonstrating mastery of grade level science content by strengthening the rigor and depth of Tier 1 instruction while strategically adjusting and removing scaffolds as students demonstrate readiness. By the end of the 2026-2027 school year, Middle School on level Masters performance will increase from 22% to 26%, and Biology on level Masters performance will increase from 26% to 30%, as measured by STAAR Science and Biology EOC. (District Scorecard 1.1a and 1.1c)

Evaluation Data Sources: STAAR, EOC, MAP, DEUAs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lesson Internalization for Rigor and Depth Provide professional learning and collaborative planning focused on lesson internalization so teachers can identify the intended rigor, depth, and cognitive demand of grade level TEKS and intentionally plan opportunities for students to analyze, apply, evaluate, model, and defend scientific thinking. Teachers will strategically adjust and remove scaffolds as students demonstrate readiness for greater independence and complexity. **Strategy's Expected Result/Impact:** Implementation Measure: Secondary science teachers will engage in lesson internalization through professional learning, PLCs, and collaborative planning. Campus instructional leaders will facilitate lesson internalization with teams and provide monthly evidence demonstrating attention to rigor, cognitive demand, and appropriate use and removal of scaffolds. Expected Result/Impact: On level students will experience increased opportunities to engage independently in cognitively complex science tasks and demonstrate deeper application of content knowledge. By the end of 2026-2027, Middle School on level Masters performance will increase from 22% to 26%, and Biology on level Masters performance will increase from 26% to 30%. **Staff Responsible for Monitoring:** AD, Specialists, Admin, campus science teams (ICs, Deans, Dept Chairs) **Funding Sources:** - 255 Title II, Part A - $19,592				

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Deepening Instruction Through Exemplars and Data Informed PLCs Provide campus support and cross departmental collaboration focused on deepening strategies that extend student thinking beyond initial proficiency. Develop and model exemplar tasks and products aligned to low performing readiness standards, emphasizing rigorous application of science content through models, data analysis, scientific reasoning, error analysis, and evidence based explanations. **Strategy's Expected Result/Impact:** Implementation Measure: Science PLCs will routinely examine student work and formative assessment evidence to determine whether students have reached proficiency and identify when instruction should shift from scaffolding to deepening and extension. Teams will use exemplars and common expectations to calibrate the rigor of student tasks and responses. Expected Result/Impact: A greater percentage of on level students will demonstrate advanced application, reasoning, and transfer of science content on classroom, district, and state assessments. Evidence from formative assessment cycles and student work will demonstrate progress toward 26% Masters in Middle School Science and 30% Masters in Biology. **Staff Responsible for Monitoring:** AD, Specialists, Admin, campus science teams (ICs, Deans, Dept Chairs)				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 28: SECONDARY SOCIAL STUDIES: By the 2027 Grade 8 Social Studies STAAR administration, NEISD students will increase overall performance at Meets from 35% to 40% and Masters from 20% to 23%. Economically Disadvantaged students will increase Meets from 18% to 21%, Emergent Bilingual students from 9% to 12%, and Special Education students from 9% to 12%. Honors students will increase Masters from 39% to 44%. (District Scorecard 1.1.a, 1.1b, 1.1.c).

Evaluation Data Sources: We will monitor DEUAs and PLC artifacts for every unit and use district professional learning sessions to reflect on student performance and instructional implications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Grade 8 and USH PLCs will consistently identify essential TEKS, analyze evidence of student learning, identify misconceptions, and document intervention/extension responses using a PLC Tracker in which the Social Studies team will monitor in 30-day increments. **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 8 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and STAAR item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLCs will regularly assess high-frequency content and skills TEKS through CFAs, DEUAs, and recommended cumulative/multi-era assessments. Throughout the year, this data will track student groups, and overall, progress toward Meets and Masters goals to guide decisions regarding reteaching, intervention, extensions, and spirals. **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 8 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and STAAR item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus leaders and Social Studies staff will monitor implementation of identified high-impact instructional strategies through PLC artifacts, learning walks, and student work. -History fluency, Organization systems, Interactive vocabulary, Civil discourse **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 8 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and STAAR item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 29: SECONDARY SOCIAL STUDIES: By the 2027 U.S. History EOC administration, NEISD students will increase overall performance at Meets from 81% to 86% and Masters from 54% to 57%. Economically Disadvantaged students will increase Meets from 69% to 72%, Emergent Bilingual students from 50% to 53%, and Special Education students from 46% to 49%. (District Scorecard 1.1.a, 1.1b, 1.1.c).

Evaluation Data Sources: We will monitor DEUAs and PLC artifacts for every unit and use district professional learning sessions to reflect on student performance and instructional implications.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Grade 8 and USH PLCs will consistently identify essential TEKS, analyze evidence of student learning, identify misconceptions, and document intervention/extension responses using a PLC Tracker in which the Social Studies team will monitor in 30-day increments. **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 11 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and EOC item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PLCs will regularly assess high-frequency content and skills TEKS through CFAs, DEUAs, and recommended cumulative/multi-era assessments. Throughout the year, this data will track student groups, and overall, progress toward Meets and Masters goals to guide decisions regarding reteaching, intervention, extensions, and spirals. **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 11 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and EOC item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus leaders and Social Studies staff will monitor implementation of identified high-impact instructional strategies through PLC artifacts, learning walks, and student work. -History fluency, Organization systems, Interactive vocabulary, Civil discourse **Strategy's Expected Result/Impact:** All students will increase by 5% at the Meets and 3% at the Masters levels in Grade 11 Social Studies. EB, SpEd, and Economically Disadvantaged students will show a 3% increase at Meets. Students will demonstrate greater mastery of academic vocabulary, historical reasoning, and EOC item analysis. Teachers will have greater instructional clarity and consistency across campuses. **Staff Responsible for Monitoring:** Assistant Director of Secondary Social Studies, Specialists, Campus Administrators, Instructional Coaches, Deans, and Department Heads, Teachers				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 30: SECONDARY WORLD LANGUAGES: By May 2027, NEISD will increase students' listening/receptive proficiency, as measured by the Avant STAMP assessment, by increasing the Level 1 average from 2.78 to 3.00 (novice high) and the Level 2/2H average from 3.68 to 4.00 (intermediate low). (District Score 1.1a, 1.1b, 1.1c)

Evaluation Data Sources: Classroom walkthrough data
Common interpretive assessments
Beginning-, middle-, and end-of-year data
Professional-learning participation
Spring external proficiency results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase sustained use of the target language during instruction, working toward the expectation that teachers and students use the target language for at least 90% of instructional time when developmentally appropriate. **Strategy's Expected Result/Impact:** Students will receive consistent, comprehensible target-language input, strengthening their ability to understand increasingly complex spoken, signed, or viewed language and supporting growth in listening/receptive proficiency. **Staff Responsible for Monitoring:** Department Heads Campus admin over World Languages Asst Dir for World Language				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Design interpretive tasks that require students to construct meaning from spoken, signed, viewed, or written texts rather than translate or understand every word. **Strategy's Expected Result/Impact:** Students will apply interpretive strategies to identify main ideas and supporting details, use context to make inferences, and demonstrate understanding without relying on word-for-word translation. **Staff Responsible for Monitoring:** Department Heads Campus AP over World Languages Asst Dir for World Languages				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish districtwide instructional expectations aligned with the CUTE framework: Create communicative tasks, Use Can-Do statements, Talk in the target language, and Ensure student learning through formative checks. **Strategy's Expected Result/Impact:** Teachers will use a consistent framework to design proficiency-aligned learning experiences, resulting in increased opportunities for students to interpret language, communicate meaningfully, and demonstrate their learning. **Staff Responsible for Monitoring:** Department Heads Campus AP over World Languages Asst Dir for World Languages				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 31: SECONDARY WORLD LANGUAGES: By May 2027, NEISD will increase students' speaking/expressive proficiency, as measured by the Avant STAMP assessment, by increasing the Level 1 proficiency average from 1.74 to 2.00 (novice mid) and the Level 2/2H proficiency average from 2.46 to 3.00 (novice high). (District Score 1.1a, 1.1b, 1.1c)

Evaluation Data Sources: Extempore usage reports and data
Student speaking samples collected at multiple points during the year
Common speaking-checkpoint results
Classroom walkthrough evidence
Beginning-, middle-, and end-of-year proficiency checks
Cohort growth data
Spring external proficiency results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a common instructional progression that moves students from supported and rehearsed language to guided and personalized communication and, ultimately, to independent, spontaneous, and sustained communication. **Strategy's Expected Result/Impact:** Speaking tasks will intentionally progress in independence and complexity throughout a unit, enabling students to move beyond memorized language and communicate increasingly independently using familiar language in new contexts. **Staff Responsible for Monitoring:** Department Heads Campus AP over World Languages Asst Dir for World Languages				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate frequent student communication opportunities through face-to-face interactions and Extempore. **Strategy's Expected Result/Impact:** Students will participate in brief, frequent speaking routines that build their confidence and ability to communicate independently. Level 1 students will develop comfort producing language through regular interactive and recorded practice. Level 2/2H students will increasingly combine sentences, ask and answer follow-up questions, elaborate with details, and negotiate meaning when communication breaks down. **Staff Responsible for Monitoring:** Department Heads Campus AP over World Languages Asst Dir for World Languages				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional learning on designing proficiency-aligned speaking tasks, moving students from rehearsed to spontaneous language, using Extempore as an instructional tool, and analyzing student language samples. **Strategy's Expected Result/Impact:** Teachers will use proficiency-aligned exemplars, student samples, and best practices to design increasingly rigorous speaking tasks and provide instruction that supports measurable growth in students' speaking/expressive proficiency. **Staff Responsible for Monitoring:** Department Heads Campus AP over World Languages Asst Dir for World Languages				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.

Performance Objective 32: BILINGUAL/ESL SECONDARY ELAR: By the Spring 2027, Emergent Bilingual students will increase meets level performance from 23% to 26% for grades 6,7, and 8 in STAAR reading, and increase meets level performance from 22% to 25% for ENG I and ENG II high school courses.

High Priority

HB3 Goal

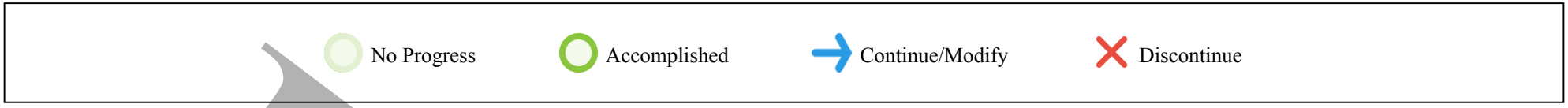
Evaluation Data Sources: Walkthrough data of direct implementation of the ELPS (English Language Proficiency Standards), direct observation artifacts of evidence of SWIRLing (Speaking, Writing, Interacting, Reading, and Listening) of Success Criteria with Content and Language Supports, and Math DEUA's (District End of Unit Assessments) in all 6th, 7th and 8th grade ELAR courses and ENG I and ENG II high school courses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional Learning: ELAR leaders will be trained on the implementation of CBLI (Content Based Language Instruction) and the ELPS (English Language Proficiency Standards) in Action and SWIRLing of Success Criteria with Content and Language Supports. **Strategy's Expected Result/Impact:** Secondary ELAR leaders will be able to support their educators on how to implement the ELPS, CLBI, language supports and opportunities to SWIRL across ELAR instruction. **Staff Responsible for Monitoring:** Specialist, ESL AD				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation Monitoring: ESL and ELAR content leaders will conduct classroom walkthroughs to monitor the implementation of CBLI, ELPS, content and language supports, and opportunities to SWIRL (Speak, Write, Interact, Read, and Listen). **Strategy's Expected Result/Impact:** EB students are provided multiple opportunities to engage daily with the content area language of instruction. **Staff Responsible for Monitoring:** Specialist, ESL AD				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Data Monitoring: ESL specialists will analyze DEUA data for all emergent bilingual students and identify low performing TEKS for targeted intervention. **Strategy's Expected Result/Impact:** ESL specialists will develop data-driven instructional strategies targeting low-performing TEKS for emergent bilingual students and share recommendations with district ELAR instructional leaders for campus implementation. **Staff Responsible for Monitoring:** Specialist, ESL AD				

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Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 1: BILINGUAL/ESL COMPLIANCE: 100% of NEISD campuses will maintain full compliance with state (Chapter 89 / TEC) and federal mandates regarding timely LPAC procedures, accurate program placement recommendations, and up-to-date Emergent Bilingual student records for the 2026-2027 school year. (District Scorecard Indicator 1.2).

High Priority

HB3 Goal

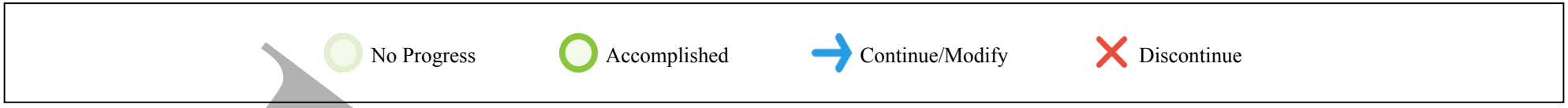
Evaluation Data Sources: PEIMS audit reports, district LPAC documentation reviews/sampling, OnDataSuite/student information system verification, and state compliance reporting.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Capacity Building & Framework Training: Conduct annual LPAC Framework Training to ensure 100% of campus LPAC committees demonstrate proficiency in legal procedures, program placement criteria, and parental notification mandates. **Strategy's Expected Result/Impact:** 100% of campus LPAC chairs, administrators, and parent representatives will complete required compliance training prior to statutory decision-making windows, resulting in zero procedural errors during initial identification, annual review, and program exit processes. **Staff Responsible for Monitoring:** Director, Assistant Director, Bilingual/ESL Program Services Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Standardized Operational Calendars & Timelines: Establish standardized operational calendars and checklists to ensure 100% of campuses meet all statutory LPAC deadlines. **Strategy's Expected Result/Impact:** 100% of campuses will complete and submit LPAC proceedings within mandatory state timelines--specifically ensuring all new Emergent Bilingual students are identified, tested, placed, and have parent notification processed within their first 20 instructional days of enrollment. **Staff Responsible for Monitoring:** Director, Assistant Director, Bilingual/ESL Program Services Specialist				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Record Auditing & Data Quality Monitoring: Implement a quarterly audit cycle of cumulative folders and digital records to verify accurate, up-to-date documentation and alignment between LPAC decisions and PEIMS coding. **Strategy's Expected Result/Impact:** District-wide student records will maintain a 100% match rate between physical/digital LPAC decision forms and PEIMS demographic/program coding during fall, winter, and spring audit cycles, resulting in zero state audit findings or data resubmissions. **Staff Responsible for Monitoring:** Director, Assistant Director, Bilingual/ESL Program Services Specialist				

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Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 2: CAREER AND TECHNICAL EDUCATION: Will increase SPED and EB students who earn a career readiness only indicator from 31.6% to 36.6% and 14.2% to 19.2% respectively through strengthening targeted supports, improving Industry Based Certification (IBC) preparation, and ensuring accommodations are consistently implemented (District Scorecard Indicator 1.2).

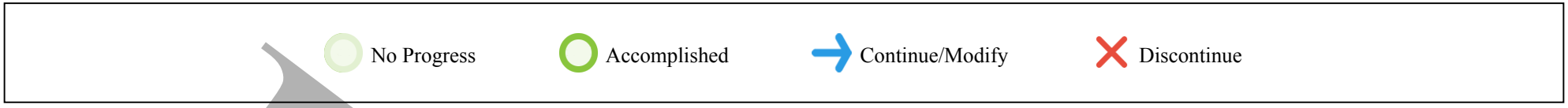
HB3 Goal

Evaluation Data Sources: Industry Based Certification (IBC) attainment
Completer Status
College, Career, and Military Readiness (CCMR) Attainment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CTE teachers will receive training on the Industry Based Certification accommodation process that has been in effect since last school year, including how to identify eligible students, request and document accommodations, and properly enter accommodations within the designated testing platform. In addition, we will provide Universal Design training to our Curriculum Leads and implement best practices with all teachers during their CTE pathway professional learning days to ensure differentiated tier 1 instruction for all learners. **Strategy's Expected Result/Impact:** SPED/504/EB students completing pathways SPED/504/EB earning Industry Based Certifications All IBC Accommodation checklists completed by CTE teachers by December 20th, 2026 **Staff Responsible for Monitoring:** CTE Program Coordinator CTE Instructional Specialist **Funding Sources:** - 244 Perkins Career and Technical Education, - 289 Title IV, Part A-SSAEP				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During this year's CTE Curriculum Day professional development, teachers were introduced to an IBC Accommodations Log to document and track accommodations for students throughout the 2026-2027 school year, CTE will monitor these logs when conducting campus walkthroughs to ensure teachers are consistently documenting accommodations and that students are receiving the supports outlined in their IEPs and 504 plans. CTE will collaborate with campus Special Education, 504, and testing personnel to ensure accommodations are identified and implemented consistently prior to testing **Strategy's Expected Result/Impact:** 100% compliance and implementation of student's IEPs **Staff Responsible for Monitoring:** CTE Program Coordinator **Funding Sources:** - 244 Perkins Career and Technical Education				

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Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 3: COUNSELING & GUIDANCE SERVICES: By June 2027, 100% of district campuses will fully implement a Comprehensive School Counseling Program--comprising individual planning, responsive services, guidance curriculum, and systems support--as verified by monthly time trackers and an annual program audit. (District Scorecard Indicator 1.4c, 1.2a)

Evaluation Data Sources: Counselor Time Tracker, Skyward guidance office visits

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide ongoing professional learning to support responsive services and individual planning counseling skills. **Strategy's Expected Result/Impact:** Counselors consistently provide responsive services (including crisis response and Behavior Threat Assessment (BTA)) and individual planning **Staff Responsible for Monitoring:** Counseling & Guidance Services **Funding Sources:** Certified Counselor Professional Development - 289 Title IV, Part A-SSAEP				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide campus licenses, training, and monitoring the use of SHAC and board approved guidance lesson resources. **Strategy's Expected Result/Impact:** All PreK-8 students will be provided guidance lessons using QuaverReady materials. All 9-12 grade students will be provided guidance lessons using QuaverReady PILOT materials **Staff Responsible for Monitoring:** Counseling & Guidance Services Department **Funding Sources:** QuaverReady - 289 Title IV, Part A-SSAEP				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support the initiative to meet compliance of state required mental health training for all district employees who regularly interactive with students. **Strategy's Expected Result/Impact:** Employees with recognize signs and symptoms of students that may be experiencing a mental health crisis or substance related crisis. **Staff Responsible for Monitoring:** Counseling & Guidance Services, Professional Learning, and Human Resources				

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 4: GIFTED & TALENTED SERVICES: By the end of the 2026-27 school year, 100% of K-12 teachers providing GT services will have completed the state-mandated foundational training, increasing from 98% in 2026 and ensuring full program compliance and support for GT student growth. (District Scorecard Indicator 1.1)

High Priority

Evaluation Data Sources: Eduphoria Strive portfolios, end of year PEIMS report, and Universal Screening Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The GT Department will strengthen communication with secondary teachers and campus leaders to ensure TEA State Plan compliance and support the needs of gifted learners. **Strategy's Expected Result/Impact:** Achieve 100% compliance among secondary teachers providing GT services in order to meet the needs of gifted learners. **Staff Responsible for Monitoring:** GT Assistant Director, GT Instructional Specialist, Campus Leadership				

No Progress Accomplished Continue/Modify Discontinue

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Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 5: GIFTED & TALENTED SERVICES: By the end of the 2026-27 school year, 100% of K-12 administrators and counselors responsible for GT students will have completed the state-mandated training, increasing from 46% in 2026 and ensuring full program compliance and support for GT student growth. (District Scorecard Indicator 1.1)

High Priority

Evaluation Data Sources: Eduphoria Strive portfolios, end of year PEIMS report, and Universal Screening Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The GT Department will strengthen communication with secondary teachers and campus leaders to ensure TEA State Plan compliance and support the needs of gifted learners. **Strategy's Expected Result/Impact:** Achieve 100% compliance among administrators and counselors responsible for GT students in order to meet the needs of gifted learners. **Staff Responsible for Monitoring:** GT Assistant Director, GT Instructional Specialist, Campus Leadership				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 6:
MULTI-TIERED SYSTEM OF SUPPORTS: By May 2027, 100% of campuses will implement their MTSS Collaborative Teams--including Guiding Coalitions, Teacher Teams, and Campus Intervention Teams--with intentional and results-oriented dialogue, consistently utilizing a problem-solving process to make data-driven decisions and effectively progress monitor all students receiving targeted support. (District Scorecard Indicator 1.1)

Evaluation Data Sources: Campus MTSS Team (Campus Leadership Team, Teacher Team, Campus Intervention Team) meeting agendas to include attendance, collaborative discussion points, data and evidence analyzed, intentional actions, expected student outcomes, and next steps.
MTSS Campus Coordinator Collaborative Feedback Surveys
July Data Week Leadership Feedback Survey
District MTSS Team Professional Learning Feedback Surveys
Campus and Classroom Learning Walks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The district MTSS Team will analyze evidence for trends in order to facilitate targeted professional learning opportunities for teachers, administrators, district staff and MTSS Campus Coordinators enhancing collaboration and dialogue within campus MTSS teams. **Strategy's Expected Result/Impact:** Campus MTSS Team's implementation of comprehensive and intentional collaborative agendas with results-oriented actions designed to demonstrate measurable gains in student outcomes. **Staff Responsible for Monitoring:** NEISD MTSS Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The District MTSS Team will support campuses, MTSS teams, and teachers through intentional and targeted coaching. **Strategy's Expected Result/Impact:** By providing ongoing coaching, MTSS Specialists will build the capacity of campus staff and teams to effectively implement multi-tiered systems of support. This will lead to focused collaboration, consistent use of evidence-based practices, timely identification of student needs,and targeted academic and behavioral supports. As a result, the district will experience positive student outcomes. **Staff Responsible for Monitoring:** NEISD MTSS Team				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 7: MULTI-TIERED SYSTEM OF SUPPORTS: 100% of campuses will implement and sustain proactive academic and behavioral supports that strengthen Tier 1, foster safe and engaging learning environments, and ensure consistent access to interventions so all students can thrive. (District Scorecard Indicator 1.1)

Evaluation Data Sources: Campus Behavior Matrices
Campus MTSS Team (Campus Leadership Team, Teacher Team, Campus Intervention Team) meeting agendas to include attendance, collaborative discussion points, data and evidence analyzed, intentional actions, expected student outcomes, and next steps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build campus capacity to develop, teach, and consistently reinforce a behavior matrix that clearly defines expected behaviors across settings, aligns with the district proactive academic and behavioral supports, and ensures a safe, predictable, and positive learning environment. **Strategy's Expected Result/Impact:** Evidence of explicit instruction and reinforcement, and monthly data demonstrating consistent implementation and improved behavioral outcomes. **Staff Responsible for Monitoring:** NEISD MTSS Team				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 8: PHYSICAL EDUCATION: By the end of the school year, we will supplement existing physical education infrastructure and reduce preventable injury rates. (District Scorecard 1.3, 4.1)

Evaluation Data Sources: Course rolls, UIL participation reports, Athletic Training injury reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Acquiring essential safety infrastructure for strength and performance room, workshop materials for Athletic Trainers, and course-specific resources to mitigate injury risks and bolster student engagement and program longevity. **Strategy's Expected Result/Impact:** Targeting an 80% growth in participation and a 10% decrease in avoidable accidents by providing equitable access to technical protection and equipment. **Staff Responsible for Monitoring:** District Athletic Administrators, Campus Athletic Administrators				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 9: PUPIL PERSONNEL SERVICES (PPS): Reduce average monthly discipline errors to no more than 85% of the original baseline (decreasing from 616 to 595 per month, down from 700).

High Priority

Evaluation Data Sources: Attendance: PPS Learning Series (morning/afternoon sessions); Summer Leadership PD Day; Discipline Error/Attendance Error Reports, Behavior Oversight Committee feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: PPS will increase the total number of attendees at the PPS Learning Series offerings by sending reminders, offering make-up sessions, and directly contacting schools with high error rates. PPS will also restructure the PSS Manual and guidance documents for clarity and ease of use. **Strategy's Expected Result/Impact:** Properly informed and trained administrators will create fewer errors allowing additional time to perform other duties. Additionally, cataloging and updating the PPS Manual with clearly defined guidance will decrease the time expended looking for resources and provide administrators with contextual examples to apply to their circumstances. **Staff Responsible for Monitoring:** Executive Director, PPS				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 10: SPECIAL EDUCATION: The special education department will provide training to relevant campus staff members in the use of de-escalation strategies, alternative consequences, and positive behavior supports to decrease the number of out-of-school suspensions for all students receiving special education services by 3%. (District Scorecard Indicator 1.1)

High Priority

Evaluation Data Sources: Campus discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: As a special education department, we will create and provide monthly training for campus administrators as well as ongoing coaching opportunities for campuses that are struggling to meet this goal. **Strategy's Expected Result/Impact:** Decrease in out-of-school suspension across our district **Staff Responsible for Monitoring:** Director for Special Education and Pupil Personnel **Results Driven Accountability** **Funding Sources:** salaries - 224 IDEA B Special Ed				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 11: STRATEGIC SCHOOL IMPROVEMENT: By May 2027, we will increase attendance rates for economically disadvantaged students by 2%, from 86% to 88%.
(District Scorecard Indicator 1.4)

Evaluation Data Sources: Attendance Records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster partnerships with local community organizations and businesses to provide resources and support for families of Economically Disadvantaged and At-Risk students. This could include food banks, clothing drives, and access to healthcare services to help meet basic needs. **Strategy's Expected Result/Impact:** Increase in attendance rates at campuses with the lowest attendance rates **Staff Responsible for Monitoring:** Family Specialists, McKinney Vento Liaisons, SAPP Instructors **Funding Sources:** Salaries - 211 Title I, Part A, Salaries - 199 SCE Accelerated Education				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a guiding coalition of campus support staff with family specialists to conduct home visits and provide personalized support to families struggling with attendance. The guiding coalition can work to identify barriers to attendance and develop individualized plans to address these challenges. **Strategy's Expected Result/Impact:** Increase in attendance rate **Staff Responsible for Monitoring:** Family Specialists, McKinney Vento Liaisons, SAPP Instructors **Funding Sources:** Salaries - 211 Title I, Part A, Salaries - 199 SCE Accelerated Education				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: NEISD will provide and maintain safe, supportive, and equitable learning environments for our students

Performance Objective 12: Increase the recruitment and retention of certified security personnel and police officers to ensure compliance with TEA requirements by achieving a staffing level of 100% for the district overall.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer competitive salary packages and benefits to attract certified personnel. Benefits could include health insurance, retirement plans, and tuition reimbursement for further education in security and law enforcement.				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 3: NEISD campuses will serve as centers for community involvement

Performance Objective 1: CCMR: NEISD will host a College and Career Expo to highlight post-secondary opportunities for students and families in our community. (District Scorecard 3.2, 3.3)

High Priority

Evaluation Data Sources: Number of attendees
Number of colleges and business participating

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to secure local, state, national and international post-secondary partners for the annual NEISD College and Career Expo to expose our students to all post-secondary opportunities that align to their interests and future goals. **Strategy's Expected Result/Impact:** Students and families will connect NEISD programs with post-secondary opportunities **Staff Responsible for Monitoring:** Guidance Services Career and Technical Education Department **Funding Sources:** - 199 State Career & Technical				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 3: NEISD campuses will serve as centers for community involvement

Performance Objective 2: LSS/FAMILY ENGAGEMENT: Host Family Educational Events to promote knowledge and provide current information on student wellness. (District Scorecard 1.4).

Evaluation Data Sources: Approved Needs Assessments, Attendance numbers at events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collaborate with Family Engagement to identify community needs and provide responsive programming. **Strategy's Expected Result/Impact:** Families will have additional information to support students **Staff Responsible for Monitoring:** Guidance Services, Wellness and Well-Being Counselors, Family Engagement, Family Specialists and Liaisons. **Funding Sources:** Family Specialists_Salaries - 211 Title I, Part A, Well Being Counselors_Salaries - 211 Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 3: NEISD campuses will serve as centers for community involvement

Performance Objective 3: LSS/FAMILY ENGAGEMENT & LIBRARY SERVICES: Family Engagement and Library Services will ensure that 100% of Title 1 campuses share regularly updated CCMR Discovery Center information with parents and community members. This includes distributing monthly calendars, highlighting upcoming CCMR events and workshops, and making resources available online and in print.

HB3 Goal

Evaluation Data Sources: Monthly Family Engagement calendars posted for each Title 1 campus
Copies of distributed bilingual promotional materials
Evidence of CCMR Discovery Center promotion in campus newsletters or social media

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Title 1 Family Specialists will provide a minimum of one opportunity for parents/community members to explore the CCMR options via internal and external platforms. **Strategy's Expected Result/Impact:** Increase in magnet applications from Title 1 students and CCMR indicators. **Staff Responsible for Monitoring:** Assistant Director, Family Engagement, Director of Federal Programs, Director of Library Services **Funding Sources:** Family Specialist_Salaries - 211 Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 4: NEISD will develop and promote positive relationships through communication, involvement, and partnerships with our community.

Performance Objective 1: NEISD CTE will expand its Business and Industry Council to offer representation from all CTE pathways within our community to provide internship opportunities, job shadowing, curriculum and equipment suggestions, guest speakers, and a robust spring student job fair.

High Priority

Evaluation Data Sources: Increased amount of paid and unpaid internships available to students
Aligned Industry Based Certifications to industry needs
Increase in retainment of CTE students within their pathway

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Active recruitment of industry partners within our community and providing multiple ways to participate at varying comfort levels of commitment **Strategy's Expected Result/Impact:** Increased opportunity to students and aligned curriculum and access to industry standards **Staff Responsible for Monitoring:** CTE Office **Funding Sources:** - 244 Perkins Career and Technical Education				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 5: NEISD will emphasize character development and civic responsibility.

Performance Objective 1: COUNSELING & GUIDANCE SERVICES: Develop programs and systems to support individual and small group interventions for identified students. (District Scorecard Indicator 1.1b)

Evaluation Data Sources: Parent consent forms, permission forms, Beyond the Bell caseload rosters, QuaverReady useage reports, guidance office queue and counselor time trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support counselors with resources to provide individual and small group interventions (QuaverReady, Beyond the Bell) **Strategy's Expected Result/Impact:** Decrease in office referrals. Increase in positive student behavior, attendance rate, graduation rate, CCMR attainment Stabilize cohort matriculation **Staff Responsible for Monitoring:** Counseling & Guidance Services **Funding Sources:** - 289 Title IV, Part A-SSAEP				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 5: NEISD will emphasize character development and civic responsibility.

Performance Objective 2: STUDENT LEADERSHIP: Partner with campuses to strengthen Peer Assistant Leadership and Service (PALS); Student2Student (S2S) Teen Leadership and Leader in Me programs. (District Scorecard Indicator 1.3a, 1.3b).

Evaluation Data Sources: Training attendance records, Program Summary Reports, Purple Star Designation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide resources, training, and ongoing support to enhance conflict resolution, mentoring, new student engagement and teamwork. **Strategy's Expected Result/Impact:** Students will grow in the areas of effective communication, conflict resolution, and relationship skills. **Staff Responsible for Monitoring:** Advanced Academics & Student Leadership Coordinator, Advanced Academics & Student Leadership Specialist. **Funding Sources:** - 289 Title IV, Part A-SSAEP				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 6: NEISD will continue to use best practices in its efficient and effective management of District resources

Performance Objective 1: FINE ARTS: As a department, we are committed to continuously refining our district curriculum to ensure it effectively meets the diverse needs of all stakeholders, including students, teachers, and the broader school community. This ongoing process involves evaluating current practices, incorporating feedback, and implementing strategies that promote equitable access and meaningful learning experiences for every learner.

Evaluation Data Sources: Classroom observations, PLC participation, stakeholder feedback, increase in student participation, and teacher retention

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working with specialized teacher groups to refine and reorganize our curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will create a format, develop and create a sustainable training framework for our curriculum, and align it to meet the needs of our students and teachers, **Strategy's Expected Result/Impact:** Teachers will have an easily accessible curriculum that is consistently implemented across our district and will fully engage our students at their level of proficiency. **Staff Responsible for Monitoring:** Fine Arts program directors	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 6: NEISD will continue to use best practices in its efficient and effective management of District resources

Performance Objective 2: TECHNOLOGY SERVICES: Technology Services will establish and implement a comprehensive Cybersecurity and Data Privacy Framework (aligned with Texas K-12 standards) to standardize data handling protocols and incident response readiness, ensuring a secure and consistent digital instructional environment across all campuses. (District Scorecard Indicator 2.2, 2.3, 3.2)

Evaluation Data Sources: Approved/ Unapproved Digital Resource Requests, Professional Development events, Digital resource screen time analytics, Completion of DPAs by month

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a district-wide governance model by deploying standardized data privacy rubrics, approved hardware/software procurement lists, and centralized endpoint management (Intune/GAC) **Strategy's Expected Result/Impact:** Campus autonomy will shift to standardized district compliance. This will eliminate shadow IT, streamline procurement, secure student data, and build staff capacity in secure technology integration. **Staff Responsible for Monitoring:** Director of Network Services, Assistant Directors in Technology Services				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 6: NEISD will continue to use best practices in its efficient and effective management of District resources

Performance Objective 3: PE-HEALTH: By the end of the year, increase student participation in PE, as measured by our district department equipment checkout system, and Health, as measured by an increase in student project demonstrations within various units. (District Scorecard 1.1b)

Evaluation Data Sources: equipment check out, daily instructions for equipment, project highlights, timelines

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a daily plan for checkout equipment for high school PE. Establish a timeline for campus submission of student projects. Track equipment purchases and check-out equipment for use on the campus through campus visits. Utilize "campus look-fors". **Strategy's Expected Result/Impact:** increase student exposure to three new activities in each physical education course **Staff Responsible for Monitoring:** PE Coordinator, Health Coordinator				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 1: C&I PROFESSIONAL LEARNING: By May 2027, the Professional Learning Department will utilize districtwide implementation data to identify implementation trends, prioritize campus support, and monitor progress over time. Quarterly data reviews will inform differentiated support plans, with implementation progress monitored for 100% of campuses receiving targeted support. (District Scorecard Indicator - 2.2)

Evaluation Data Sources: Eduphoria enrollment and attendance for each session and completion of series
Survey feedback individualized for each session
Artifacts to display application of learning, implementation support, and plans of action
Record of Implementation Support sessions
PLC google form
Student Growth Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a consistent quarterly process for analyzing districtwide implementation data to identify trends, strengths, and areas of need. **Strategy's Expected Result/Impact:** Identifying patterns across campuses will provide a clearer picture of where implementation is progressing and where barriers persist, allowing the Professional Learning Department to make informed decisions to support districtwide priorities and resources. This will strengthen the department's ability to address emerging needs, refine professional learning, and ultimately support instructional practices that positively impact student learning outcomes. **Staff Responsible for Monitoring:** Professional Learning Department (Director, Assistant Director, Coordinators) **Funding Sources:** - 255 Title II, Part A	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize implementation data to customize support plans for identified campuses that include clear implementation goals, targeted support, and next steps. **Strategy's Expected Result/Impact:** Campuses will build greater capacity to implement and sustain effective practices, resulting in stronger alignment between professional learning and classroom practice and, ultimately, improved student learning outcomes. **Staff Responsible for Monitoring:** Professional Learning Department (Director, Assistant Director, Coordinators) **Funding Sources:** - 255 Title II, Part A	 Some Progress			

DRAFT

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor implementation progress for campuses receiving targeted support and use ongoing data to adjust support based on progress and identified needs. **Strategy's Expected Result/Impact:** Campuses receiving targeted support will demonstrate measurable growth in implementation over time, leading to more sustained changes in educator practice and stronger student learning outcomes. **Staff Responsible for Monitoring:** Professional Learning Department (Director, Assistant Director, Coordinators) **Funding Sources:** - 255 Title II, Part A	Some Progress			

No Progress | Accomplished | Continue/Modify | Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 2: HR: Throughout the course of the school year, we will retain 90% of our teaching staff. (District Scorecard Indicator 2.3)

High Priority

Evaluation Data Sources: Teacher surveys, district data, focus group data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide support, training, and resources to administrators on methods to retain employees. **Strategy's Expected Result/Impact:** We will have 90% of our teachers return at the beginning of each school year. **Staff Responsible for Monitoring:** Executive Director for HR, Director for Recruitment and Retention, Director of HR				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct in-depth stay interviews with targeted employees to understand staff experiences and improve staff retention and engagement. **Strategy's Expected Result/Impact:** Decrease the percentage of teachers who consider leaving the District. **Staff Responsible for Monitoring:** Executive Director for HR, Director for Recruitment and Retention, Director of HR				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 3: HR: Increase the fill rate for Special Education and Bilingual teacher vacancies by 5% (District Scorecard Indicator 2.1.)

High Priority

Evaluation Data Sources: District new hire data, number of applicants for critical need areas, vacancy reports, principal feedback, student teacher placements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify a cohort of current paraprofessionals who are degreed and create a pathway for them to earn certification as a Special Education teacher. **Strategy's Expected Result/Impact:** Fill ten special education teacher positions by the start of the next school year with current paraprofessionals who have successfully earned their special education teacher certification. **Staff Responsible for Monitoring:** Executive Director of HR, Director of Recruitment and Retention, Director of HR, Special Education Department				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 4: Fine Arts: Develop and maintain a district-wide fine arts curriculum that ensures consistency and quality across all programs.

Evaluation Data Sources: Teachers and staff are actively participating in dedicated planning sessions to review, organize, and identify key areas of focus. This collaborative effort continues as we address identified needs and work toward a comprehensive, fully accessible curriculum for all teachers in our department.

Summative Evaluation: Met Objective

Next Year's Recommendation: Take feedback and build curriculum writing teams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: FINE ARTS: Conduct a needs assessment survey among fine arts teachers to identify specific curriculum gaps and areas of strength. Use the results to inform the curriculum development process.	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 5: PE & HEALTH: By the end of the year, increase collaboration among PE and/or Health teachers to enhance instructional practices, as measured by 85% participation in collaborative activities and teacher feedback. (District Scorecard 1.1b)

Evaluation Data Sources: Establish regular collaborative planning sessions where PE teachers can share instructional strategies, discuss challenges, and develop joint lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish regular collaborative planning sessions where Health and PE teachers can share instructional strategies, discuss challenges, and develop joint lesson plans. **Strategy's Expected Result/Impact:** The anticipated outcomes of this initiative include increased teacher participation collaboration leading to the implementation of improved instructional strategies. **Staff Responsible for Monitoring:** PE Coordinator, Health Coordinator, Program Specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 6: HR: Increase the fill rate of highly effective, certified teachers by 5% (District Scorecard Indicator 2.1).

High Priority

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports, new hire performance evaluations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Further develop, implement, and expand a local designation system for the Teacher Incentive Allotment (TIA) to strategically incentivize educators to serve in high-needs schools and critical STAAR-tested areas district-wide. **Strategy's Expected Result/Impact:** We will increase the number of TIA designated teachers at our Title I campuses. **Staff Responsible for Monitoring:** Executive Director of HR, Director of Recruitment and Retention, Directors of HR				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Streamline the hiring process by making timely employment offers and implementing efficient, paperless systems for new hires, transfers, and assignment changes, thereby increasing the acquisition of top talent. **Strategy's Expected Result/Impact:** Increase the acceptance rate of employment offers by ensuring offers are extended within 72 hours of campus recommendation to HR. **Staff Responsible for Monitoring:** Executive Director of HR, Directors of HR, Principals				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 7: ATHLETICS: Professional development for all athletic department staff focused on evidence-based athletic instructional design, positive coaching methodologies, and standardized UIL safety protocols. (District Scorecard 2.2)

Evaluation Data Sources: Training attendance certificates (e.g. UIL CCP); professional organization CEUs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 90% of campus athletic staff will obtain up to half of their required Teacher Choice hours through participation in professional learning opportunities that support their athletic role(s). **Strategy's Expected Result/Impact:** A standardized,compliant, and proactive safety culture that minimizes risk. **Staff Responsible for Monitoring:** * District Athletic Administration * Campus Athletic Coordinators, Assistant Coordinators, Co-Coordinators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: District and Campus Athletic Administrators will participate in professional learning opportunities that support maintaining compliance with TEA and UIL athletic regulatory standards. **Strategy's Expected Result/Impact:** A standardized,compliant, and proactive safety culture that minimizes risk. **Staff Responsible for Monitoring:** Executive Director of Athletics				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 8: CCMR/ADVANCED ACADEMICS: Enhance instructional practices of advanced academics teachers by providing ongoing professional development.

Evaluation Data Sources: Training attendance, enrollment and student performance in advanced academics courses

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Facilitate training for College Board assessments. Monitor Dual Credit and OnRamps teacher required training. **Strategy's Expected Result/Impact:** Growth in instructional strategies, growth of student scores to include PSAT, SAT, TSI, AP, DC and Onramps. **Staff Responsible for Monitoring:** Advanced Academics & Student Leadership Coordinator, Advanced Academics & Student Leadership Specialist, College and Career Coordinator **Funding Sources:** Advanced Academics Week Resources - 289 Title IV, Part A-SSAEP				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 9: Counseling & Guidance: Enhance the professional growth of our Certified School Counselors and Wellness & Well-Being Counselors through attendance at district, region, state and national conferences.

Evaluation Data Sources: Attendance rosters for events and summary of impact for students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide BOY and MOY district training for all counselors in NEISD on relevant topics for enhancing services to students. **Strategy's Expected Result/Impact:** Enhance the growth of counselors **Staff Responsible for Monitoring:** Director of Counseling and Guidance, Assistant Director of Counseling and Guidance				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support the Wellness & Well-Being counselors in attending one professional conference each year to enhance counseling skills. **Strategy's Expected Result/Impact:** Return from those conferences and share learning with larger school counseling team at monthly COC meetings. **Staff Responsible for Monitoring:** Director of Counseling and Guidance, Assistant Director of Counseling and Guidance				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 7: NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.

Performance Objective 10: School Administration: By the end of the 2026-207 school year, our district will strengthen the leadership pipeline by through the systematic identification, development, and support of aspiring and current campus leaders, resulting in increased leadership readiness and effectiveness.

Evaluation Data Sources: Training attendance, observing the implementation of practices and processes, one-on one meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement a differentiated leadership development system that identifies, develops, supports, and retains high-potential aspiring and current campus leaders through targeted professional learning, mentoring, coaching, and various leadership experiences, with progress monitoring. **Strategy's Expected Result/Impact:** Increase the readiness, effectiveness, and retention of aspiring and current campus leaders that results in a stronger internal pool of qualified candidates prepared to assume leadership roles. Leaders will show growth and an increase in capacity to positively influence instruction, campus culture, and student outcomes. **Staff Responsible for Monitoring:** Executive Directors of School Administration and Chief of Schools and Leadership **Funding Sources:** - 289 Title IV, Part A-SSAEP				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 8: NEISD will foster a culture of health and wellness among our students, staff, and community.

Performance Objective 1: COUNSELING & GUIDANCE SERVICES: Counseling & Guidance Services will utilize resources and training including Crisis Manual, guidance lessons, and individual and small group interventions on each campus. (District Scorecard Indicator 1.4a, 1.4b, 1.4c)

Evaluation Data Sources: Approved Needs Assessments, Calendars, Time Trackers, Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Delivery of Tier 1 Guidance Lessons, Implementation of Small Groups, Effective Responsive services, Providing Employee Assistance Program information, Implementation of Crisis Protocols. **Strategy's Expected Result/Impact:** Decrease in referrals, Increase in student achievement **Staff Responsible for Monitoring:** Counseling & Guidance Services, Certified School Counselors, Wellness & Well-Being Counselors **Funding Sources:** - 289 Title IV, Part A-SSAEP, - 211 Title I, Part A, - 199 General Fund				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 8: NEISD will foster a culture of health and wellness among our students, staff, and community.

Performance Objective 2: HEALTH SERVICES: Increase the number of Clinic and Counseling Consent Forms completed by parents/guardians by 5%.

Evaluation Data Sources: SB12 - Students Without Forms and SB 12 Summary Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Our department will closely monitor SB 12 reports in Skyward to support our nurses accordingly to address campus needs. **Strategy's Expected Result/Impact:** Number of students with Clinic and Counseling Consent Form completed will increase. **Staff Responsible for Monitoring:** Campus nurses and Health Services administration	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Our department will communicate a uniform process for obtaining Clinic and Counseling Consent forms. **Strategy's Expected Result/Impact:** Nurses will have better understanding of the process of communicating about and obtaining Clinic and Counseling Consent Forms from parents/guardians. **Staff Responsible for Monitoring:** Campus nurses and Health Services administration	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

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