

New Summerfield I.S.D. Comprehensive Needs Assessment (CNA)

2023 - 2024

The New Summerfield Independent School District's (NSISD) District Improvement Plan (DIP) is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically 11.251 and 11.252. These requirements are also contained in NSISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a DIP that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the DIP is to guide district and campus staff in the improvement of the educational entity. Addressed in the DIP include varied activities aimed at improving the general education setting, particularly focusing on student performance for all students groups in order to attain state and federal standards in respect to academic performance excellence indicators.

Comprehensive Needs Assessment Data Documentation

The New Summerfield Independent School District Comprehensive Needs Assessment (CNA) process is a continuous effort to maintain excellence and to identify needs for improvement. In addition, activities allow for focusing on specific efforts and devoting adequate funding to developing effective strategies to move NSISD toward becoming a more accomplished district with earned distinctions.

The following data were used for this analysis:

Improvement Planning Data

- Current and/or prior year(s) District Improvement Plans (DIP) and Targeted Improvement Plans (TIP), if required;
- Examining the foundational systems, actions, and processes supporting a continuous improvement of Texas school districts and campuses;
- Campus and/or district planning and decision making committee(s) meeting data; and
- State and federal planning and consultation requirements.

Accountability Data

- Texas Performance Reporting System (TPRS) data;
- Federal Report Card data;
- Results Driven Accountability (RDA) data; and
- Annual Federal and State Measurable Achievement Objectives (FAMO & SMAO) data.

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information);
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions;
- Progress of prior year STAAR failures;
- STAAR Student Growth Progress Measures and Emergent Bilingual (EB) Progress Measure data;
- Texas English Language Proficiency Assessment System (TELPAS) results;
- Texas Success Initiative Assessment (TSI, TSIA, or TSIA 2) data for postsecondary/college-ready graduates' data;
- SAT and/or ACT assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's reading assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's math assessment data;
- Local diagnostic and Measure of Academic Progress (MAP) Progress Measure's science assessment data;
- Local Standardized Learning Objective (SLO) assessment data;
- TEA Interim Assessments (Windows 1 & 2);
- Local benchmark or common assessments data; and
- Student failure, retention, and attendance rates.

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of growth and progress between groups;
- Number of students assigned to special programs, including analysis of academic achievement, race, ethnicity, gender, etc.;
- Male/female performance and participation data;
- Special education and Section 504 population, including performance, discipline, attendance, and mobility;

- Migrant/immigrant population, including performance, discipline, attendance and mobility;
- At-risk population, including performance, discipline, attendance and mobility;
- Emergent Bilingual (EB)/Limited English Proficient (LEP) data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.;
- Career and Technical Education (CTE) and College, Career, and Military Readiness (CCMR) data, including academic achievement, program growth, race, ethnicity, gender, etc.;
- Disproportionality data amongst any specific subgroups;
- Homeless and foster care data;
- Gifted and talented data;
- Dyslexia data; and
- Response to Intervention (RtI) student achievement data.

Student Data: Behavior and Other Indicators

- Special Education students' participation rates in the general education classroom;
- Disproportionality data amongst any specific subgroups;
- Completion rates and/or graduation rates data;
- Annual dropout rate data;
- ACT/SAT participation and performance data;
- Collegiate/trade/technical school attendance, graduation rates, dual credits hours completed, and certificates earned;
- College, Career, and Military Readiness (CCMR) data;
- PEIMS attendance and discipline records;
- PEIMS violence and/or violence prevention records; and
- Tobacco, alcohol, and other drug-use data.

Employee Data

- Staff surveys and/or other feedback;
- Staff retention rates and years of experience data;
- Campus leadership data;
- Teacher Evaluation and Support System (T-TESS) data;

- Campus vertical and horizontal meetings and/or faculty meeting discussions and data;
- Staff exit interviews (as applicable); and
- Professional development records and needs assessment data.

Comprehensive Needs Assessment Narrative

Community Characteristics:

New Summerfield, Texas is a peaceful, rural, community-minded town located in the heart of Cherokee County, ten miles east of Jacksonville at the intersection of U.S. Highway 79 and State Highway 110. Cherokee County has an estimated 51,097 residents (U.S. Census Bureau, July 2021) with New Summerfield purporting roughly 1,400 to the county's total estimated residents. Since New Summerfield is so rural, there are not many opportunities for residents to visit or participate at many local businesses or events. Most local residents must drive to either Jacksonville (15-20-minute average commute) or Tyler (30.4-minute average commute) to have their needs met for groceries, clothing, entertainment, and healthcare. While most residents must commute to their places of employment, New Summerfield's two largest employers are in the horticulture and education fields. Most workers or students' parents are employed at local plant-farms (or plant nurseries) as day laborers. However, there has been a recent shift in men moving from local day laboring to positions in the oil fields, construction, or pipe lining.

Currently, there is very little new economic development in New Summerfield to keep residents or housing to bring in new families. The majority of the original families have moved to other areas in search of work, leaving parents and grandparents' homes behind to be purchased by those in the horticulture industry. The average family size is 3.66 and the average household income is around \$50,709. The ethnic composition of the city is 60.6% Hispanic, 21.6% White, 0% African American, 0% Asian, 13.1% Two or More Races, and 4.73% Other. Within the New Summerfield School District, 84.3% of our students are Economically Disadvantaged. Area students may enroll in on-line dual-credit collegiate courses while in high school or must travel to either Jacksonville or Tyler to attend Junior Colleges after high school. The closest 4-year universities are roughly 45 minutes away; those being The University of Texas at Tyler in Tyler and Stephen F. Austin State University in Nacogdoches. New Summerfield I.S.D. (NSISD) promotes values centered on a bright future for our students and residents of New Summerfield, Texas.

District Characteristics:

New Summerfield Independent School District (NSISD) maintains a student population of approximately 527 (2022-2023). Our students benefit from small student-to-teacher ratios and the opportunity to obtain an outstanding first class education. NSISD is considered to be a Title I school-wide district, however there are specific buildings and campus leadership that are denoted as one high school (grades 9 - 12), one junior high (grades 6 - 8), and one elementary (grades PK - 5). Our community and surrounding area maintain a vital interest in our schools and we continually develop new partnerships connecting our students with the community. School board members take an active role in setting high expectations for the district and providing support to reach goals. District administration believes in developing strong instructional leadership skills of the campus administrators, ensuring effective instructional models are utilized with students. Student success is the focus and goal of the district, where all NSISD stakeholders are participants in providing various aspects needed for continued success.

Demographics

Demographics Summary:

The 2022-2023 NSISD student data indicates a total enrollment of 527 students at the end of the 2022-2023 school year. This number represents a slight decrease in enrollment from the previous year. Based on the 2022-2023 district Texas Performance Reporting System (TPRS) data, student ethnicity aggregate race population consists of 12.3% White, 1.9% African American, 85.39% Hispanic, .38% Asian, 0% Two or More Races, 0% American Indian, and 0% Pacific Islander. NSISD maintained stability in sub-population make-up over the last five years (with regards to a slight increase in Hispanic and decrease in White) and an overall student growth decline ranging from 1% to 5%.

Specific demographic populations evaluated include the economically disadvantaged, emergent bilinguals (EB's), and special education populations. Based on the 2022-2023 TPRS, the district reported 84.3% of the total population is identified as economically disadvantaged. This percentage is based on the number of participants in the Free and/or Reduced-Price Lunch Program within the district. The continued high percentage in the economically disadvantaged subpopulation over the last few years requires the district to enhance efforts to build greater understanding of cultural diversity and acknowledge the impact poverty has on students coming from disadvantaged home environments where factors may prevent students from being "school-ready." Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. Therefore, the challenge becomes the facilitation of targeted professional development for all staff, engaging in the Texas Accountability Intervention System (TAIS) process, and the implementation of various improvement processes.

The Emergent Bilingual (EB) population in recent years reveals a steady increase in numbers. For the 2022-2023 school year, NSISD had to apply for a Bilingual Exception Waiver for a 23rd consecutive year. Meaning, the district has had at least 20 students speaking the same language other than English, at a single grade level, and has not been able to hire enough bilingual certified teachers for 23 years in a row. It continues to be difficult, if not impossible, for the district to secure an appropriate number of bilingual certified teachers. The growing population of EB students, representing a home language of Spanish, has prompted district and campus administrators to explore various interventions and strategies made available through the coordination of state and federal funds.

Student enrollment by special program is as follows:

- Bilingual/ESL Education 49.9%
- Dyslexia 12.5%
- 504 14.4%
- At-Risk 66.9%
- Gifted and Talented Education 3.2%
- Special Education 10.0%
- Career and Technical Education (CATE) 34.3%

Demographic Strengths:

- Student academic performance remains stable, if not slightly improved, in most academic areas in spite of increasing rigor on state assessments, moving to all online assessments, and a change in question types;
- Career and Technical Education (CATE) participation, completion rates, and industry-based certifications have increased;
- Student achievement in both athletic and academic extra-curricular activities continue to increase; and
- The elementary RtI, guided reading program, phonemic awareness interventions, and use of subject-level instructional interventionists (Elementary & Junior High) are expanding to better meet the needs of a greater numbers of struggling learners.

Demographic Needs:

- Increased interventions to address growing numbers of both economically disadvantaged and Emergent Bilingual students;
- Greater cultural awareness and diversity training is still needed for all staff;

- Increased opportunities and support for students who are identified as being gifted;
- Training and implementation of a wider array of collaborative learning and differentiated instructional models for teachers;
- Increased recruitment and employment of bilingual and ESL teachers to strengthen the learning and vocabulary gap with the Hispanic and Emergent Bilingual student population; and
- Increased focus on successful implementation of RtI and differentiated instruction and practices at all grade levels.

Student Achievement

Student Achievement Summary:

The Texas Progress Reporting System (TPRS) report for 2022-2023 was reviewed and analyzed in the district needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR/EOC pass rates and growth rates, and various localized assessment test data. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. NSISD's state assessment scores are slowly improving each year, as is the rigor of state assessments. STAAR EOC scores for Algebra I, English I & II, U.S. History, and Biology show a gradual upward trend over the past few years. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates. In regards to our 3rd – 8th grades, overall math and reading scores remain basically the same. However, science and social studies scores decreased in some of these grade levels. District-wide efforts made by each of our teachers in regards to differentiated teaching styles and practices and a continued focus on teaching the TEKS are priorities this year. To assist in this endeavor, the staff has access to the TEKS Resource System and TEXGUIDE. These systems offer resources such as a pacing guide and instructional focus documents to assist both teachers and students in moving towards a higher

level of academic progress. The district maintains an additional reading and math interventionist for grades K-5th and a part-time mathematics and reading interventionist for grades 6th-8th.

All subjects, with special emphasis on science, reading, and math, are of district-wide concern. In order to strengthen these areas, the Daily 5 will continue to be implemented in Grades K-4 for reading. Guided reading training and activities will be coupled with the Daily 5 to strengthen these students reading comprehension and fluency. Region VII ESC Specialists visit often to work with our teachers on how to implement the Daily 5 in these grades levels through workshops and modeling in the classroom. Additionally, a district-wide focus on phonemic awareness in the early elementary grade levels has become a focus. In order to provide additional support for our math and reading teachers, two K-5 math and reading intervention specialists and two part-time 6-8th math and reading interventionists will work with both teachers and students on methods to increase student performance in those who demonstrate below-level skills in reading and math. As another means of ensuring high-quality instruction, teachers diligently revise their specific grade/subject level scope and sequence and lesson plan designs. Adding to the current scope and sequence, the district is utilizing the TEKS Resource System and TEXGUIDE as an additional resource. These systems provide a strong pacing guide, instructional focus documents, suggestions for when to teach specific units, and offers additional rigorous assessments to check for student comprehension and mastery. The TEKS Resource and TEXGUIDE tool helps to ensure a high-level of rigor is being used in the classroom and that teachers are accurately pacing their instruction. Assessments and data analyses also support the need for non-English/bilingual speaking students to develop their academic language and reading fluency. A significant factor to our student's achievement is an overall attendance rate of 96.0% for the 2021-2022 year and 95.5% for 2022-2023. The needs assessment review also included data and discussions regarding chronic health conditions, impact of COVID-19, communicable diseases, and special circumstances such as pregnancy and parenting. Specific needs were prioritized to mitigate learning loss due to the COVID-19 pandemic through extra instructional tutoring and support from high quality teachers/interventionists in the areas of math and reading. Due to learning loss from COVID-19, these teachers specifically worked with students to overcome learning gaps resulting from the

pandemic. Once students were identified with learning gaps, these teachers worked hard in providing evidence-based activities, including intervention, to address learning loss due to the COVID-19 pandemic.

A challenge to improvements in student achievement is the number of students with one or more designations as at-risk of dropping out of school. Further information and needs statements are included in the section on dropout prevention (below). In correlation with that section, analysis of those categories have shown differentiation from academic needs to those with a stronger focus on social, emotional, and psychological challenges. NSISD acknowledges that academic challenges may result in social challenges just as social challenges may negatively affect academics. However, five of the fifteen categories of at-risk designations are stated in academic terms. Those five at-risk categories are: reading readiness in elementary schools, low course averages in secondary schools, retention rates for all grade levels, state assessment performance - such as STAAR, and the number of students with Limited English Proficiency (LEP). Information reviewed shows a need for:

- An aggressive writing intervention program;
- Aggressive math intervention program and reading with targeted phonemic awareness intervention programs;
- Maximum planning, instruction, and learning time for teachers and students; and
- Focused efforts to address academic needs for at-risk students.

Based upon both the raw and scale scores for 3rd - 11th grades on STAAR assessments, data suggests that more critical thinking skills, access to real-world applications, and increased classroom rigor still needs to be added to the curriculum and instructional practices. Some of the strategies implemented this year will involve campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-throughs, routine assessment data analysis, and review of benchmark test performance. The district is also implementing the Measures of Academic Performance (MAP) Performance Measures

assessment at the beginning, middle, and end of year to assist in tracking student's specific performance in math, reading, and science at the elementary level and Student Learning Objective (SLO) assessments at the Junior High. During the 2023-2024 school year, Interim assessments for elementary will be implemented during the spring and in the fall and spring for grades 6th-8th. Additionally, during each 9-week period, rigorous assessments are given in each core subject area. These assessments are then analyzed to review which TEKS/student expectations (SE's) have or have not been mastered successfully. TEKS/SE's not mastered must then be retaught and reassessed for student mastery and additionally addressed in after-school tutorials and through targeted student remediation.

The continuance of principal led campus meetings will allow teachers and campus administrators to further analyze student performance data, review intervention plans, assess student achievement, update scope and sequences, focus on rigorous questioning strategies, and meet as vertical and horizontal teams. Some of these meetings have also been set aside for grade/subject level meetings led by Region VII Specialists to assist teachers in strategies that promote higher student engagement, increase instructional practices, and answer questions from the staff. In addition, these specialists continue working with small groups of teachers to assist them in learning how to utilize all aspects the TEKS Resource system and TEXGUIDE has to offer. As a result of these meetings, and working with specialists from Region VII, the district's staff development will be more attuned to what teachers discover are needs and what the specialists recommend. As a continued focus this year, a targeted and on-going professional development centered around Response to Intervention (RtI) to assist our staff in better understanding the RtI process and how to effectively implement the "tiered" interventions.

For the 2022-2023 accountability summary, New Summerfield ISD received an accountability rating of "B". In addition, as evidenced on the 2022-23 accountability summary, New Summerfield ISD received the highest accountability rating possible of "Met Standard" for the 2022-2023 school year. NSISD once again scored consistent for each Performance Index, with a couple being higher than previous years. On Performance Index I, Student Achievement, NSISD obtained a scale score of 88 points. In regards to

Performance Index 2, School Progress, a scaled score of 89 points was obtained. NSISD scored a scale score of 83 points for Index 3, Closing the Gaps. For Overall Performance, NSISD scored a rating of 87.

Upon comparison of student performance data in the all grades and subjects combined category, the 2022-2023 data shows each subpopulation's performance remained stable when compared to previous years. When reviewing reading among our student subpopulations, most subgroups show a slight increase in performance (5%) when compared to 2021-2022 data. In regards to mathematics, most subgroups increased in performance (3%) over the previous year. Science performance for all subgroups increased (by 3%) within certain populations. The final subject analyzed, social studies, showed a decrease (-7%) in performance for all students assessed.

Dropout Prevention:

Data for 2015 through 2022-2023 shows the dropout rate was 0%. However, for 2017-2018, the district's dropout rate was at 1.3% and reducing to .7% in 2018-2019. As compared to the state's average dropout rate of roughly 2.4%, NSISD feels secure in current practices that are in place to increase retention rates and student's success until graduation. The 2022-2023 number of students at NSISD entering ninth grade and graduating four years later or at a 4-year extended longitudinal rate remains the same at 100% since 2021-2022. This graduation rate is still approximately 5-10% above both regional and statewide graduation rates.

Texas Education Code Section 29.081 defines the State criteria used to identify students at-risk of dropping out of school. A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

- (1) except as provided by Subsection (h) or if retained for prekindergarten under Section 28.02124, was not advanced from one grade level to the next for one or more school years;

- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is an emergent bilingual student, as defined by TEC Section 29.052;
- (11) is in the custody or care of the Department Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or
- (14) has been incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07; or

(15) is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Data reports on at-risk designations are updated regularly and analysis must be based on snapshot data. As much as 66.9% of the total student population (527) showed one or more at-risk designations during 2022-2023. Both secondary and elementary data show approximately 353 at-risk students. Five of the at-risk categories denote academic challenges that can be addressed through an individualized approach to teaching and learning, as required by the guidelines for State Compensatory Education. Ten of these categories denote social, emotional or behavioral challenges, and require early identification, prevention, intervention, counseling, and support activities as encouraged in both State Compensatory Education and Every Student Succeeds Act (ESSA) Title I, Part A guidelines. NSISD improvement efforts include a continued focus on early identification and interventions for students struggling academically. Cohort monitoring and management efforts track student progress toward graduation within four years. Annual credit acquisition is documented and a plan for credit recovery is established for students behind in the cohort.

Student Achievement Strengths:

- The following student groups increased performance in the “ALL subject areas” category: All Students, Hispanic, White, African Americans, Special Education, Economically Disadvantaged, Continuously and Non-Continuously Enrolled, and Emergent Bilinguals;
- Students achieving at the “Approaches,” “Meets,” and “Masters” grade level in all subjects, district-wide, is as follows:
 - Percent of students who “Approaches” grade level in all subjects increased from 74% (2021-2022) to 77% (2022-2023)
 - Percent of students who “Meets” grade level in all subjects increased from 42% (2021-2022) to 43% (2022-2023)
 - Percent of students who “Masters” grade level in all subjects decreased from 15% (2021-2022) to 14% (2022-2023);
- Participation rate for state assessments was 100%;

- The district had dropout rates of 0% (7-8th grades) and 0% (9-12th grades) in 2022-2023;
- Percentage of students completing 12 hours or more of advanced/dual-credit courses;
- Greater number of students who are college-ready graduates and college and career ready graduates;
- The 2021-2022 graduating class was comprised of 70% college ready graduates; and
- Students who did not “Meet” passing standards on any STAAR assessment during 2022-2023 will participate in district led Accelerated Instruction by highly qualified staff; and
- Two instructional interventionists who provide focused interventions to students in core subjects during the school day.

Student Achievement Needs:

- Number of students decreased who are enrolling in Texas institutions of higher education and completing one year without remediation. District went from 52.6% in 2019-2020 to 46.1% in 2020-2021;
- Interventions targeting all students whose performance decreased resulting in learning loss due to COVID-19 in any core subject (specifically reading and math);
- Diagnose and overcome continued COVID-19 learning gaps;
- Increased amount of time instructional interventionists are able to work with students suffering learning loss/gaps from the COVID-19 pandemic;
- Increase SAT/ACT participation rates and average test results so they are equal to or higher than either regional or state averages;
- Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups;
- Continued staff development and support for Region VII Specialists reinforcing differentiated instructional strategies, student engagement, classroom rigor and the RtI process;

- Continued training on how to use and implement resources available through the TEKS Resource System and TEXGUIDE;
- Increased number of students graduating with an industry-based certification and following a CTE coherent sequence;
- Improve overall student performance in all subjects; and
- Increased support for at-risk and economically disadvantaged students.

District Culture and Climate

District Culture and Climate Summary:

New Summerfield ISD provides a warm and welcoming environment. NSISD staff, parents, and the community have high expectations for our students - both academically, behaviorally, and socially. Each strives to meet the needs of all students and prepare them from the day they enter the district to be college and career ready upon graduation. In addition, NSISD staff and students are able to feel safe and supported in the school environment. Through various safety drills, the staff are all prepared in the event of an emergency. NSISD also has tremendously low rates of student discipline issues, as well as high student attendance rate. Our district prides itself in being able to offer students multiple opportunities to be involved in extracurricular activities. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues such as Booster Club, Parent Teacher Organization, district committees, Afterschool Centers on Education (ACE), and participation in other district organizations and activities.

In compliance with Texas Education Code Section 39.053, NSISD completes an annual performance report regarding the number, rate, and type of disciplinary incidents occurring on campuses. For the last 10+ years, these reports show that the majority of disciplinary offenses are not of a criminal nature and are categorized primarily as repeated rule violations as outlined in the NSISD

Student Code of Conduct. Each NSISD campus publishes safety rules, dress codes, discipline codes, and emergency response protocol.

During some of our campus assemblies, motivational speakers are employed to encourage student safety and stress the importance of making healthy and safe choices. Various medical services are made available in conjunction with the district's nurse. These include health screenings, information about healthy choices, information about drug and alcohol abuse, as well as information on other risky behaviors. Campus administrators and the PEIMS Coordinator track and report referrals and placements by campus and type of offense. The top categories for the disciplinary placements are as follows: cutting class, tardies, conduct and student code violations, and disruptive behavior. The overwhelming majority of all offenses on each campus were reported as violations of student code of conduct. The responsibility for labeling the causes for referrals lies with the campus administrator. One label may not encompass the entire incident. Detailed information is gathered on the referral to better inform the receiving teachers, counselors, and administrators in developing an individual plan for a student. Documentation of referrals include a brief narrative of the incident as well as grade level, age of the student, and any notations about the student in terms of any type of special services they may receive. In order to remediate and address specific misconduct, students may serve time in an in-school suspension, create a social contract or behavioral plan between student and administrator/teacher, be reassigned to another classroom setting, or be provided with professional counseling.

District Culture and Climate Strengths:

- Community and parent support;
- Student involvement;
- Safe and orderly district;

- Well maintained and clean campus buildings; and
- Minimal disciplinary referrals.

District Culture and Climate Needs:

- Increasing parental, family, and community involvement in academics and after school activities;
- Instilling the importance of education and collegiate/trade/technical school completion to parents and community members;
- Developing academic support for parents so they are able to assist their students in regards to homework and academics; and
- Increasing leadership skills of current staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary:

New Summerfield ISD requires all teachers and paraprofessionals to be high quality. They must be in an approved alternative teaching program or have a certified teaching certificate in their teaching field with a degree of B.S., B.A., Master's, or Doctoral. A complete background check and fingerprinting is required of all new employees. All teachers will be evaluated under the evaluation and support system called Texas Teacher Evaluation and Support System (T-TESS). Administrators are required to consistently provide information and feedback from routine walk-throughs and observations to each teacher and the superintendent. This evaluation system focuses on teachers developing habits of continuous improvement where both administrator and teacher focus on evidence-based feedback and professional development through ongoing dialogue and collaboration. Teachers meet with their

administrator at the beginning of the year to outline goals during a preconference, undergo observations during the year, and at the end of the year a post-conference is held to discuss the year and future goals.

However, beginning with the 2022-2023 the district implemented an alternate strategy for “seasoned” teacher appraisals as approved in the District of Innovation. The alternate strategy is described below:

To best improve teaching and learning, we intend to focus our efforts on areas in most need of growth such as new teachers or those in need of improvement. By claiming exemption from TEC 21.352, the district can determine locally the most appropriate appraisal criteria to evaluate its educators. NSISD plan would be as follows:

- Evaluations every third (3rd) year for teachers who are rated “Proficient” or higher, administrators may choose to evaluate prior to the 3rd year at their discretion.
- Criteria for the off years will include (campus administrator may modify exemption at their discretion):
 - Goals set and inputted into DMAC;
 - Minimum of four walkthroughs (two formal and two informal);
 - DATA related to goals set will be turned in at the end of the year and discussed in an annual summative conference;
and
 - All teachers will have an annual summative conference to discuss the year and to set classroom goals and a staff development plan.

- New teachers to the profession will be evaluated for three years or the length of their probationary contract.
- If a teacher's assignment changes, they would be evaluated the following year in their new assignment.

Regardless of which strategy is used to appraise our teachers, they will utilize DMAC software to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered. Analysis of this data allows teachers and administration to identify specific areas of needed staff development. In addition, NSISD has worked closely with the Region VII ESC to implement classroom visits by content specialists. These specialists observe, model, provide feedback, and co-teach with the staff. Through this arrangement, teachers have great support and access to specific professional needs addressed during visits. It is evident that teachers enjoy New Summerfield ISD and usually complete their entire teaching tenure within the district. Another highlight for staff at NSISD is a strong mentoring program for first year and new teachers (as needed) to the district. This allows the new staff members to succeed and feel welcomed to the district and the education profession.

New Summerfield ISD has had 100% high quality teachers and instructional aides for the past ten years through the 2022-2023 school year, with the exception of 2013-2014 reporting only 94.9%. NSISD employs around 50 teachers, with 10 or 20.4% holding advanced degrees. Of the 50 teachers, 30 have more than five years of classroom teaching experience. Average tenure within NSISD is 7.2 years. The district averages one teacher per 11.3 students. This average does include core grade levels and classes with smaller elective or alternatively structured classrooms. Average pay for classroom teachers shows NSISD salaries continue to be lower than the state average in all categories of years of experience, roughly \$10,000 - \$12,000 per category. Unfortunately, an increase in turnover rate (25.2%) was reported for the 2022-2023 school year. The state percentage is at 17.7%. Exit interviews continue to be implemented to address this unusually high turnover and discover any specific reasons teachers choose to leave the district. NSISD

continually monitors recruiting practices and employee placements to ensure positions are filled with high quality staff members who are committed to staying and building relationships within the school community.

NSISD is committed to quality staff development providing every teacher the opportunity to achieve and maintain proper qualifications, as well as the classroom effectiveness necessary for exemplary teaching and learning. Staff development participation is managed and documented through the curriculum department, campus principals, and Region VII ESC. For the 2022-2023 (August 2022 – July 2023) school year, over 2,300 hours of staff development were documented through the Region VII ESC for NSISD teachers and administrators. New teachers and new teachers to the district are required to attend new teacher in-service training at the beginning of each academic year. If they are new to the profession, a selected master teacher is assigned to serve as a mentor during the first year. Each year, NSISD revises staff development plans to include required trainings, differentiated instructional practices, activities to serve the gifted, collaborative learning models, writing initiatives, technology, and more intensive Emergent Bilingual (EB) based instructional strategies. Finally, NSISD promotes online and web-based learning environments allowing staff members to participate and engage in professional development that is delivered in methods other than face-to-face sessions.

High quality designations are based on criteria regarding proper certifications for teaching. Highly effective designations are more challenging to define and measure. As noted in both the curriculum and instruction and technology sections of this needs assessment, strategies are needed to support and monitor the efforts of teachers in the implementation and effectiveness of staff development concepts in the classroom. Improved delivery methods to address changing student needs are a priority. For example, approximately 66.9% of the entire student body is designated as at-risk while 84.3% are designated as economically disadvantaged. Effective instructional delivery for these students require specialized strategies, methods of instruction, and interventions gained through specialized staff development and training.

To assist in teacher retention, New Summerfield I.S.D. surveyed students, parents, and the community as it weighed options to move from a 5-day instructional week to a 4-day instructional week for the 2022-2023 academic year. The purpose of the proposed 4-day instructional week is meant to positively impact families by increasing student morale, attendance, daily instructional time, additional targeted remediation, and increasing overall retention and recruitment of highly qualified staff. Results of the survey revealed the most common concern expressed revolved around childcare on Fridays. Through phone calls and discussions over this specific topic, other districts who have successfully implemented the 4-day instructional week shared positive feedback. Their responses stated childcare was not an issue once the 4-day week was implemented. One other issue revolved around loss of student instructional time. However, this will not be an issue for New Summerfield I.S.D. The newly approved calendar actually adds minutes to each instructional day for students in the classroom, as well as increases the total overall instructional time for students during the academic school year.

Additionally, factors that contributed to this proposed change include:

- a. Retention and recruiting of qualified teachers/staff members;
- b. Improved faculty and student attendance;
- c. Increased time for staff professional development without staff members being pulled from instruction;
- d. Opportunities for students and staff to take advantage of the shortened week to address personal appointments and family engagement. This will allow for increased opportunities for staff and students to be present during the instructional days, resulting in a decrease in teacher absenteeism and the need for qualified substitute teachers;
- e. In addition to other districts who currently implement a 4-day week, New Summerfield I.S.D. plans for this to increase staff and student morale. The prior two years have been extremely difficult on students and staff due to the pandemic;
- f. Heightened student engagement with elevated instructional efficacy through increased daily instructional time; and
- g. Creates days for remediation and instruction that is targeted to meet students' needs.

After much discussion and consideration, the Board of Trustees voted to move towards a 4-day instructional week for the 2022-2023 academic year. After the implementation of the 4-day school week (March-April of 2023), school administrators and the Board of Trustees examined the pros and cons of the change and decided the district will continue with the 4-day week for the 2023-2024 academic year.

Staff Quality, Recruitment, and Retention Strengths:

- Low teacher to student ratio of 1 teacher per every 11.3 students;
- Minimal discipline issues;
- Administrative support for teachers who seek specialized staff development;
- Mentoring program providing new staff with support from master teachers within their assigned subject/grade level;
- Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continuous cycles of improvement;
- Summer instructional professional development days can be used as comp time throughout the year;
- Local teacher pay step raise (beginning 2023-2024);
- Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs; and
- 4-day instructional week with built in professional development and student remediation days built in schedule (Fridays).

Staff Quality, Recruitment, and Retention Needs:

- Increased teacher retention;
- Teacher salaries that are more competitive with local districts and in line with state averages to attract teacher applicants;

- More effectively recruit bilingual and ESL certified teachers;
- Increase opportunities for individualized professional development;
- Increase trainings on effective instructional practices for working with EB's, at-risk, and economically disadvantaged;
- Continued support from Regional Service Center Specialists in modeling, effective instructional methods, collaborative learning, and research-based strategies for all subject and grade levels; and
- Effectively assessing exit interviews to address working conditions/environments that lead to potential staff turnover.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary:

The NSISD administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. Curriculum development, implementation, and pacing has been collaboratively designed utilizing strong partnerships with NSISD stakeholders. In addition, the TEKS Resource System and TEXGUIDE have been added as an available resource for our teachers. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. The needs assessment process for curriculum and instruction includes the review of core and enrichment curriculum, methods of delivery and strategies, as well as monitoring efforts to determine effective implementation of current scope and sequences.

With regards to core curriculum subjects, NSISD has implemented a district/teacher created comprehensive subject/grade level scope and sequence/instructional framework that supports the SBOE mandated TEKS. Beginning during the 2013-2014 school year, NSISD transitioned away from CSCOPE and created its own districtwide scope and sequence. Based on the research-based

instructional practices of The Kilgo Model, this scope and sequence was created by teachers, administrators, and a consultant. Teachers deconstructed TEKS to address the verbiage, content, and context in which they were to be taught. From there, they revised their scope and sequence as necessary throughout the 2013-2014 school year, and continued to do so through the 2021-2022 school year, each nine weeks, as necessary. To support this framework, teachers use the TEKS Resource System and TEXGUIDE to create and modify unit lessons plans for each nine weeks, which are monitored by campus principals. The TEKS Resource System and TEXGUIDE are used as an additional resource and provides tools that allow teachers to view vertical alignment, pacing guides, instructional focus documents, sample questioning, and an assessment bank. This resource is meant to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. TEKS Resource System and TEXGUIDE also assist the teachers in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource and TEXGUIDE have created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. District-wide assessments to check student mastery are given based upon each nine weeks' scope and sequence or unit plan. Most assessments are created either through the TEKS Resource System, DMAC TEKscore software, or Interim Assessments. In addition, DMAC offers numerous analysis tools for teachers to use in assessing specific student mastery. At the end of each nine weeks, principal led meetings are held by grade level/subject area/department level to discuss findings and trends from these analyses. Our elementary is also implementing the Measures of Academic Performance (MAP) Performance Measures assessment at the beginning, middle, and end of year to assist in tracking student's specific performance in math, reading, and science. The Junior High grade levels are implementing Student Learning Objective (SLO) assessments for benchmarking.

STAAR and Interim assessments, student performance, benchmark, MAP, and SLO data reveals a need for continued review and revision of current scope and sequences in all core subject areas to ensure appropriate sequencing and pacing of instruction, as well as the implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Increasing instructional effectiveness and student achievement will increase the likelihood that our student population has

access to higher education, the ability to attend a trade or technical school, or have the skills necessary to be successful in the workforce upon graduation. With more effective guided reading in our elementary classrooms, the district is striving to solidify stronger writing and reading skills within the student population.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. With large populations of students receiving special services through special education, English as a Second Language (ESL) instruction, and at-risk remediation, there is a need for a variety of instructional delivery methods. Continued training and assistance from Region VII Specialists is allowing our teachers to see and put into practice a variety of instructional methods. NSISD teachers are learning to check for understanding more often to assess mastery and to identify students who are in need of specific interventions. Identifying students in need of intervention allows for re-teach opportunities and individualized assistance for struggling learners.

The needs assessment review (in regards to curriculum, instruction, and assessment) also included data and discussions regarding the diagnosing of and the impact of COVID-19 learning loss. Specific needs were prioritized to mitigate learning loss due to the COVID-19 pandemic through extra instructional tutoring/intervening and support from high quality interventionists in the area of math and reading. Due to learning loss and instructional gaps from COVID-19, these interventionists specifically worked with students to overcome areas of learning loss resulting from the pandemic. Once students were identified with these gaps, the interventionists worked diligently in providing evidence-based activities, including intervention, to address learning loss due to the COVID-19 pandemic.

These efforts also support the State Compensatory Education requirements of addressing needs of students designated at-risk of dropping out of school, particularly in the five areas previously noted as academic categories. Early identification of student needs will accelerate Response to Intervention (RtI) efforts and support individualized instructional plans for teaching and learning.

Curriculum, Instruction, and Assessment Strengths:

- Utilize and share successful intervention strategies and programs across grade levels/subject areas;
- Adequate teaching supplies and materials;
- Campus visits from Region VII Education Service Center Specialists who coach, model, observe, and provide feedback on instructional delivery and resources;
- Two instructional interventionists (PK-5th) who provide focused interventions to students in core subjects during the school day and a part-time math and part-time ELAR interventionists work with grades 6th – 8th;
- Deconstructed TEKS, scope and sequence, and curriculum-based meetings to address needs; and
- Use of TEKS Resource System and TEXGUIDE to assist core teachers with pacing, instructional focus documents, vertical alignment, sequencing, and rigorous assessments.

Curriculum, Instruction, and Assessment Needs:

- Increase teacher familiarity with usage of TEKS Resource System and TEXGUIDE to ensure correct vertical alignment, pacing, instructional focus documents, and common-based assessments for grade/subject levels;
- Increase time for teachers to plan and incorporate the usage of TEKS Resource System and TEXGUIDE into current instructional frameworks/scope and sequences;
- Increase training on proper pacing to ensure coverage of all required TEKS;
- Mitigation of learning loss due to COVID-19;
- Increased amount of time instructional interventionists are able to work with students suffering learning loss/gaps from the COVID-19 pandemic;
- Increase student critical thinking skills to develop deeper synthesis of core content;
- Vary instructional strategies to increase students ability to use textual evidence;

- Increase staff's time to effectively create interventions targeting low-performing and Special Education students;
- Provide training on a uniform Response to Intervention (RtI) process and implementation with fidelity; and
- Design lessons that engage and motivate students to learn.

Parent, Family, and Community Engagement

Parent, Family, and Community Engagement Summary:

NSISD is committed to a full partnership with parents and community members through providing optimum teaching and learning experiences for students. The needs assessment process for this area includes a review of previous and current levels of parent and community participation in school activities. Additionally, feedback from parents and community members via online surveys were discussed along with any useful information administrators collected from these educational stakeholders.

Activities and events for parent and community participation include meetings offered after school hours to provide parent/student learning activities and information on other relevant school events. NISISD's School Health Advisory Council (SHAC) partner with community, state, and federal organizations to offer community health fairs and blood drives. Families and community members can be involved in meaningful activities that support student's learning and campus needs such as Booster Club and Parent Teacher Organization Meetings and UIL academic and athletic events. Other examples of parent and community activities include 9-week celebrations, book fairs, meet the teacher, Fall Festival, Thanksgiving Feast, holiday performances, organizational events, and award ceremonies. More parent, family, and community activities are sponsored through Title III activities and our Afterschool Centers on Education (ACE) program such as movie night, fitness classes, specialized events, parent engagement center, and English language acquisition courses.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision-Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, Booster Club, and Parent Teacher Organization.

Parents are informed of the importance of consistent attendance at campus-based activities through newsletters, parent/teacher conferences, email, phone calls, Facebook, Twitter, district website postings, and the Schoolway or Remind apps. The district website is updated with current news and informational items that all interested parties can access. NSISD always seeks new opportunities that will increase parental engagement and student success.

Analyses of state assessments and localized instruments indicate our Emergent Bilingual (EB) students are more at-risk due to language barriers. A top priority for NSISD is to reduce the language barrier by supporting EB students' parents, families, and community members through efforts targeting the improvement of their child's education. Parents of EB students often do not have the educational background needed to support their child's academic needs, thus creating barriers between school and home relationships. The district strives to offer various programs and activities that will increase parental, family, and community knowledge and skills through the Title III program. By working to increase these parent's fluency and knowledge base, our students will have stronger academic support at home and a culture centered on the importance of education will begin to emerge. As parent, family, and community involvement programs and activities are reviewed for effectiveness, concerns center around consistent attendance and completion rates at meetings, language barriers, and long parental work hours. Our Title III/Bilingual/ESL staff is working with other district grants and departments to offer specific training and information for our Emergent Bilingual (EB) parents, families, and community members. These events include literacy nights, informational sharing meetings, and college preparation meetings. To address these concerns, district administrators will focus on the following:

- Improving communication with parents in previously underrepresented groups, such as special education and Hispanic students, by ensuring documents and information sent out to parents are both English and Spanish;
- Varying times of scheduled meetings;
- Increasing number of available translators at meetings/events;
- Improving communication efforts between program administrators, campus administrators, and staff regarding the importance of parent, family, and community participation in school activities;
- Increasing opportunities for parents, families, and community members to increase their fluency in the English language;
- Offering academic support to parents, families, and community members who cannot effectively provide academic assistance to their students;
- Work with other district-wide grants and initiatives; and
- Use Title III and ACE Programs to provide a parent/community resource center.

Parent, Family, and Community Engagement Strengths:

- Parent Involvement Policy and Parent-Student-Teacher Compacts;
- Attendance and participation at district-wide events;
- Positive feedback from parents; and
- Strong community support.

Parent, Family, and Community Engagement Needs:

- Seek non-traditional methods of communication for non-English speaking populations;
- Bilingual liaisons who focus on developing trust and relationships with limited English speaking families;

- Increased response to parent, family, and community surveys;
- Increased parental support/assistance in programming and staffing various school related events (e.g., parties, concessions stands, decorating, parties, and school related events);
- Increased attendance and feedback at strategic planning meetings and district-wide informative meetings; and
- Ability to effectively different meetings to only address Emergent Bilingual students’ parents, families, and community members vs. other demographic populations within district.

School Context and Organization

School Context and Organization Summary:

New Summerfield ISD is a structured, well-organized school system that has created a positive academic and extracurricular image within the community. Administration, faculty, and staff are all friendly, qualified, and professional during the academic school day and at afterschool events. Expectations are set high by all members of the NSISD team to ensure students are successful in preparing for life and graduating college and/or career ready. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment and social-emotional learning (SEL). The district continues to work hard ensuring mental health and social-emotional learning support services are provided to assist in addressing social, emotional, and mental health needs of all students and staff in response to both the COVID-19 pandemic and general life occurrences. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the academic and extracurricular need of our students.

New Summerfield ISD is a rural, relatively small district where student class options are somewhat limited, schedules may be hard to accommodate, and finding the same grade/subject level colleague may be difficult. However, the small size allows for a smaller teacher to student ratio (1:11.3), ease of access to teachers, and the opportunity for staff to provide more targeted assistance for students who may be struggling in some manner. Since there is a smaller number of teachers and students, more time can be spent with students who are performing poorly or need additional clarification. The new 4-day instructional week will also allow staff to provide additional, scheduled remediation to target specific students' needs. In turn, this allows for teachers to have a much clearer understanding of each students' academic and social needs. This valuable input can then be evaluated and appropriate measures put into place for interventions. Additionally, many families and students from area school districts seek to transfer to NSISD so they can have a more personalized academic experience.

School Context and Organization Strengths:

- Small teacher to student ratios;
- Positive climate and culture exhibited through all educational stakeholders;
- High expectations of administration, faculty, staff, and students;
- Providing Social-emotional Learning (SEL) support services to all students and staff in response to the COVID-19 pandemic;
- Nursing staff who coordinates with instructional instructors ensuring student's social and emotional needs are met;
- Positive community/parental image; and
- Various built in student remediation and professional development days on Fridays.

School Context and Organization Needs:

- Increased community and parental awareness and involvement;

- More opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every level;
- Increased support of Emergent Bilingual (EB) learners through enhanced/differentiated instructional strategies;
- Develop consistency in instruction;
- Increased mental health and support services to address areas of need as a result of COVID-19 pandemic;
- Increased time for teachers to collaborate, plan for more rigorous instruction, and have vertical/horizontal team meetings;
- Increased course selections; and
- Increased collegiality with staff of neighboring districts for access to and conversations with grade/subject level teaching counterparts.

Technology Implementation and Usage

Technology Implementation and Usage Summary:

New Summerfield ISD has worked diligently to improve available technology resources for staff and students. A needs assessment utilizing teacher/student surveys, interviews, and inventories were conducted to analyze the current status of technology in the district and determine future needs. Items analyzed included: infrastructure, hardware, software, programs, student achievement, technology resources, staff development, and technical support. Findings from this needs analysis are as follows:

Currently in place at NSISD:

- Direct connection to the Internet is via a 100 MB connection; wireless connection to the Internet is 20 MB;

- District-wide Wi-Fi access points;
- District website and intranet in place providing district information and instructional services;
- Website & technology training provided to teachers through Region VII ESC;
- Written procedures in place on acceptable use of the Internet and network management;
- Distance learning labs available for students, staff, parents, and community members;
- Firewalls in place to help protect student access to unauthorized websites via Securly Systems Software;
- Teachers have access to a dedicated computer;
- Windows teacher and student computers and labs;
- All campuses have computer projectors for classroom checkout or permanently affixed in classrooms and/or BENQ Computer Carts/Displays;
- Majority of classrooms have a Smartboard and/or computerized mobile board;
- Junior high and high school student usage of personal devices as approved by teacher;
- PK – 3rd grade iPad loaner program, 4th – 8th grade Chromebook and Windows Laptop loaner program, and high school MacBook/Windows laptop loaner program (1:1 at each grade level);
- Edgenuity software for both credit recovery, additional courses, and tutorial purposes;
- District employee email accounts and network storage space;
- One technology director and instructional technology specialist available for assistance;
- Teachers are expected to integrate relevant technology material into their lessons through such avenues as Google Classroom and SeeSaw software programs; and
- Increased access to Mobile WiFi Hotspots for home usage.

New Summerfield High School:

- CTE strands are available affording students a variety of learning opportunities;
- Teachers are provided personal laptops at the beginning of each school year;
- All students in 9th through 12th grade are invited to participate in MacBook/Windows laptop loaner program at the beginning of the 2023-2024 school year; and
- At least two open access Window's labs are available for students and teachers; and
- 9th – 12th grade students have access to checking out Mobile WiFi Hotspots.

New Summerfield Junior High:

- Teachers are provided a personal laptop at the beginning of each school year;
- Students in 6th, 7th, and 8th grade are invited to participate in Chromebook and Windows Laptop loaner program at the beginning of the 2023-2024 school year;
- One Windows Lab with open access is available for students and teachers; and
- 6th – 8th grade students have access to checking out Mobile WiFi Hotspots.

New Summerfield Elementary:

- At least two open access Window's labs are available for students and teachers; and
- PK – 3rd grade students participate in iPad loaner program (1:1);
- 4th – 5th grade students participate in Chromebook loaner program (1:1); and
- PK – 5th grade students have access to checking out Mobile WiFi Hotspots.

The needs assessment analysis noted a need for increased number of Wi-Fi access points and greater Internet bandwidth in order to speed up wireless access speeds, additional access to distance learning in multiple locations, and more one-on-one technology in lower grade levels. The analysis also indicated a need for a replacement cycle plan for out of date equipment, the need for more rigorous software applications to supplement classroom learning, and the importance of promoting the Bring Your Own Device (BYOD) in secondary schools to enhance learning opportunities. Further study also revealed some staff members are not adequately trained in using hardware and software, therefore not effectively utilizing technology in the classroom. Due to this lack of knowledge, teacher training on hardware and software usage needs to be offered.

Technology Implementation and Usage Strengths:

- Multiple Window’s computer labs available for students, staff, parents, and community;
- Data and internet security;
- Classroom and staff technology resources;
- Increased availability of mobile WiFi hot spots for home use;
- A 1:1 ratio of iPads, Chromebooks, Windows Laptops, or MacBooks for PK – 12th grade teachers and students; and
- Student and staff access and training on two different types of computer platforms (Mac and Windows).

Technology Implementation and Usage Needs:

- Increased Wi-Fi access points and Internet bandwidth;
- Staff technology training for more effective utilization and integration of technology during instruction and assessments (i.e. Google Classroom and SeeSaw software programs);
- Replacement/recycle plan for outdated equipment;
- More rigorous academic intervention and supplement content support software;

- Promotion of Bring Your Own Device (BYOD) at junior high and high school campuses;
- Monitor student cell phone usage during classes and passing periods; and
- Chromebooks for 2nd grade to begin practicing typing skills for STAAR and TELPAS constructed responses and essays.