



NEEDVILLE HIGH SCHOOL

Campus Improvement Plan 2023 – 2024

Approved November 15, 2023

Needville High School

Mission Statement

Empowering every student to become
a positive, well-rounded, and
productive member of society.

Vision

To become an exemplary school district in which every child
achieves to his or her maximum ability through rigorous,
engaging curriculum and systems of support that cultivate
the potential and promote the well-being of every child.

Learn Today, Fly Tomorrow



Needville High School

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NHS Campus Improvement Committee

Steve Adamson, Needville High School Principal

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Kristin Wyatt – Asst. Principal
Valerie Orsak – Counselor
Elizabeth Black – Counselor
Adam Kohleffel - Social Studies Dept. Head
Nicole Erfurdt – Science Dept. Head
Amy Hrcir – English Dept. Head
Delta McFarland – Computer Science Teacher
Michael Poe – Agriculture Dept. Head
Brenda Mahlmann – Librarian
Heather Hudson – Educational Aide

Heather Cordova – Asst. Principal/CTE Director
Margarita Saucedo – ESL Coordinator
Amy Pohler – Counselor
Shari Zbranek - Registrar/College & Career Advisor
Lucia Amar-Alanis – Foreign Language Dept. Head
Keenan Landrum – Math Dept. Head
Tyler Evin – Art Teacher
Marc Hackstedt – Agriculture Teacher
Isaiah Martinez – Technology Specialist
Sarah Peters – Family & Consumer Science
Sheri Poarch – Special Education Dept. Head

Selected Parents, Business and Community Members

Joel Barrios – Parent Representative

Bradley Stavinoha – Community Representative

Purpose of Campus Improvement Plan

The Campus Improvement Plan (CIP) guides the Campus in effective Campus and campus improvement planning for establishing a school Campus of excellence both in academic programs and performance, as well as in financial and facility planning and Campus operations. This plan is established through a collaborative process of input and feedback from the members of the Campus Improvement Committee (CIC), campus staff, and the principal.

Improved student performance in NHS is defined as meeting or exceeding state standards for all student groups in a Campus context that promotes excellence in all areas. Together, the Principal, along with Campus staff, teachers, other non-teaching staff, business representatives, parents, and community members:

- assess educational outcomes of all students
- establish performance objectives
- provide strategies and activities
- continuously monitor the components of the improvement plan to improve student performance for all students

The long-range goals of the Campus Improvement Plan (CIP) provide direction and concentrated focus for the Campus.

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

TEA Strategic Priorities

- Strategic Goal 1: Recruiting, supporting, and retaining teachers and principals**
- Strategic Goal 2: Building a foundation of reading and math**
- Strategic Goal 3: Connecting high school to career and college**
- Strategic Goal 4: Improving low-performing schools**

The State of Texas Public Education Academic Goals

To serve as a foundation for a well-balanced and appropriate education:

- GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Needville High School Campus Goals and Objectives

Campus Goal 1: Needville High School will demonstrate and sustain growth in student achievement

Objective 1: All students will be taught by effective teachers who are assisted by effective qualified paraprofessionals according to Every Student Succeeds Act (ESSA).

Objective 2: Ensure all Needville ISD special programs are compliant with program effectiveness indicators.

Objective 3: State Assessments (EOC), TELPAS, Circle and achievement scores for all students & special populations will increase by 2% for each student group, content area and overall.

Objective 4: Through the teaching of the TEKS, all students will perform at/or above the state standards on the state test in math, reading/writing/ELA, science, and social studies.

Objective 5: Meet or exceed the annual student attendance rate threshold of 97.0% each year.

Objective 6: Maintain exemplary dropout rate which is less than or equal to 1% in all student groups.

Objective 7: All students will graduate from high school on time, college and career ready.

Needville High School Campus Goals and Objectives-Continued

Campus Goal 2: Needville High School will improve home/community involvement within the Campus.

Objective 1: Needville High School will increase staff, community, and parent communication satisfaction by 2% over prior year as measured by attendance logs and surveys.

Campus Goal 3: Needville High School will provide opportunities to enhance instruction through more effective staff development.

Objective 1: Needville High School will make available professional learning to support innovation in the classrooms, schools, and personalization and authenticity to find meaningful ways to better contribute to student success.

Campus Goal 4: Needville High School will provide a safe school environment conducive to student achievement.

Objective 1: Needville High School will implement more uniform and consistent procedures, classroom management plans, and discipline plans to produce a safe environment conducive to learning.

Objective 2: Needville High School will implement programs in health and wellness for students, faculty, and staff including nutrition and physical education.

District Area and Population

The district size is approximate 196 square miles encompassing 13,712 residents.
All totals are based on 2021-2022 PEIMS (Public Education Information Management System)

Campus Report

Student Population

1 High School
1049 students

Student Ethnicity (Percentages represent ethnicity of the diverse NHS student body)

Hispanic	White	Asian	African American	American Indian	Pacific Islander	Two or more Races
47.1%	46.6%	0.5%	3.9%	0.3%	0.2%	1.4%

Faculty & Staff (Based on full time equivalents)

Teachers	73.6	Professional Support	5.7
Campus Administrative	4.5	Counselors	2
Educational Aides	12.9	Librarians	0

Teachers by Ethnicity

White	85.8%	Hispanic	10.8%
African American	3.4%	Other	0.0%

Teachers by Highest Degree Held

Doctorate	0.8	Masters	12.2	Bachelors	60.6
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Number of Teachers by Years of Experience

Over 30 Years Experience	6.0	21-30 Years Experience	24.1
11-20 Years Experience	17.4	6-10 Years Experience	10.0
1 – 5 Years Experience	15.7	Beginning Teachers	0.4

Teacher Salary Range

Beginning Average Salary \$54,904
Over 30 Years Teacher Average Salary \$76,596

Student / Teacher Ratio

14.2 to 1

COMPREHENSIVE NEEDS ASSESSMENT

Campus Demographics

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	1044	1034	1026	1026	1049
African American	3.3%	3.6%	2.7%	3.3%	3.9%
Hispanic	43.3%	46.0%	47.6%	46.8%	47.1%
White	51.7%	48.7%	48.0%	47.6%	46.6%
Two or more Races	1.1%	1.1%	1.2%	1.4%	1.4%
Economically Disadvantaged	32.2%	35.2%	34.9%	35.3%	36.5%
English Learners (EB/EL)	2.5%	3.4%	3.6%	3.5%	5.4%
At-Risk	43.8%	39.7%	35.3%	39.6%	37.6%
Section 504 Students	N/A	4.5%	5.7%	6.2%	7.3%
Students with Dyslexia	N/A	0.9%	1.9%	2.7%	3.8%

As the table indicates, the Needville High School enrollment has begun to level off. Additionally, the table shows a slightly changing number of Hispanic students at the campus and a slight decrease in the White population. The number of “At Risk” has fluctuated over the past five years. Continued efforts at reaching the Economically Disadvantaged population as well as those students who are considered At-Risk will be made.

2023 Domain Report for Needville High School is shown below:

NA	NA	NA	NA
Domain 1	Domain 2	Domain 3	Overall Scaled Score
Student Achievement	Student Progress and Relative Performance	Closing the Gaps	Letter Grade = B
(Target Score = 60 for met standard)	(Target Score = 60 for met Standard)	(Target Score = 60 for met standard)	(Target Score = 60 for met standard)

Campus Accomplishments – Student Performance

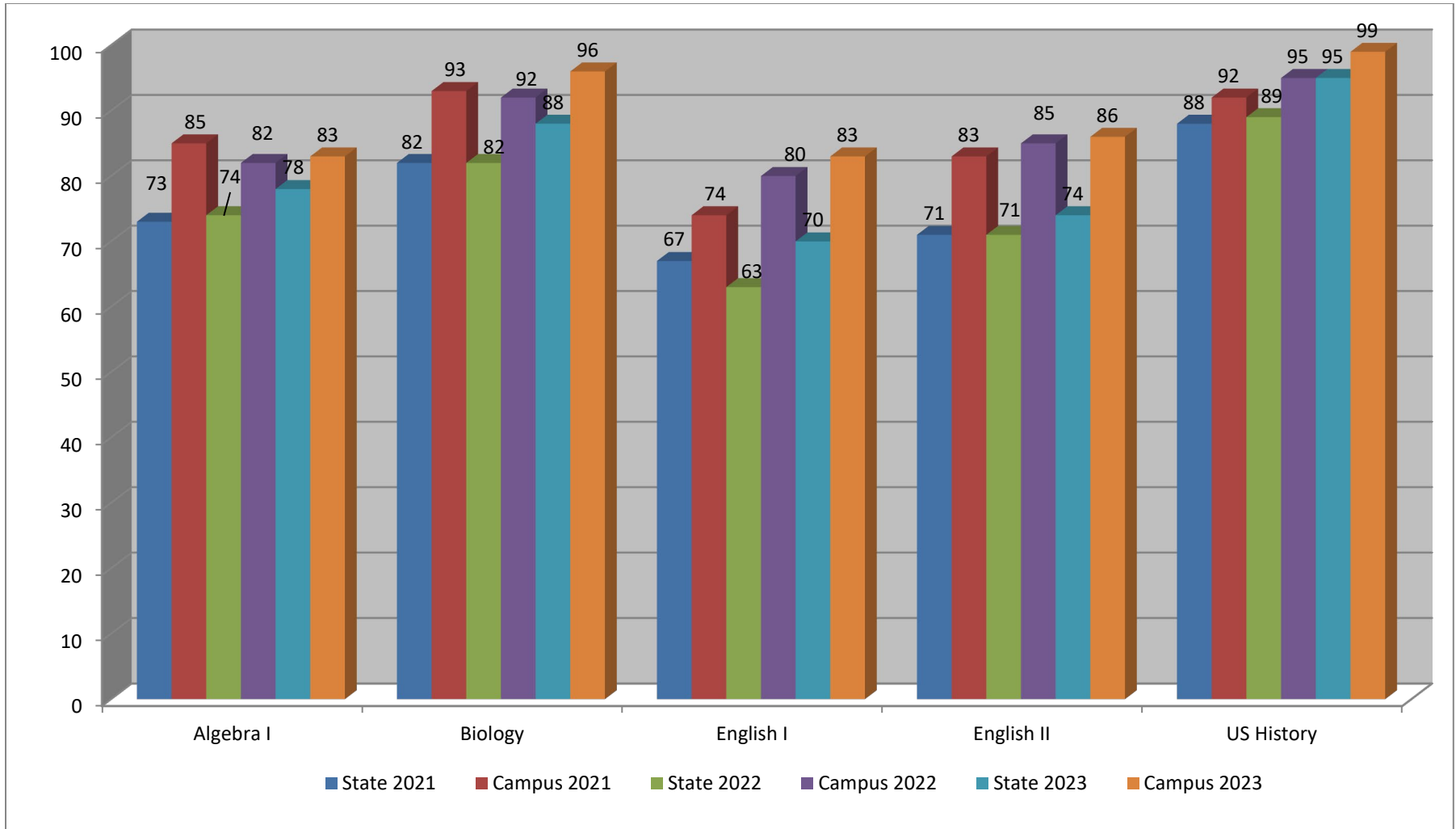
STAAR End-of-Course (EOC) Assessments 2023

EOC Assessment	Number of Students Tested	% Passed at Approaches Grade Level		% Passed at Meets Grade Level		% Passed Masters Grade Level	
		State	NHS	State	NHS	State	NHS
English I	317	70	83	54	71	14	16
English II	286	74	86	56	73	9	13
Algebra I (NHS)	238	78	83	45	37	24	11
Biology	279	88	96	57	79	22	32
U.S. History	255	95	99	71	82	39	42

Needville High School students showed strong performance at the approaches and meets grade level standard compared to the state average scores. Algebra I Meets and Masters were the only areas below state averages; however, those state averages include students tested in junior high schools and our averages do not include our junior high students.

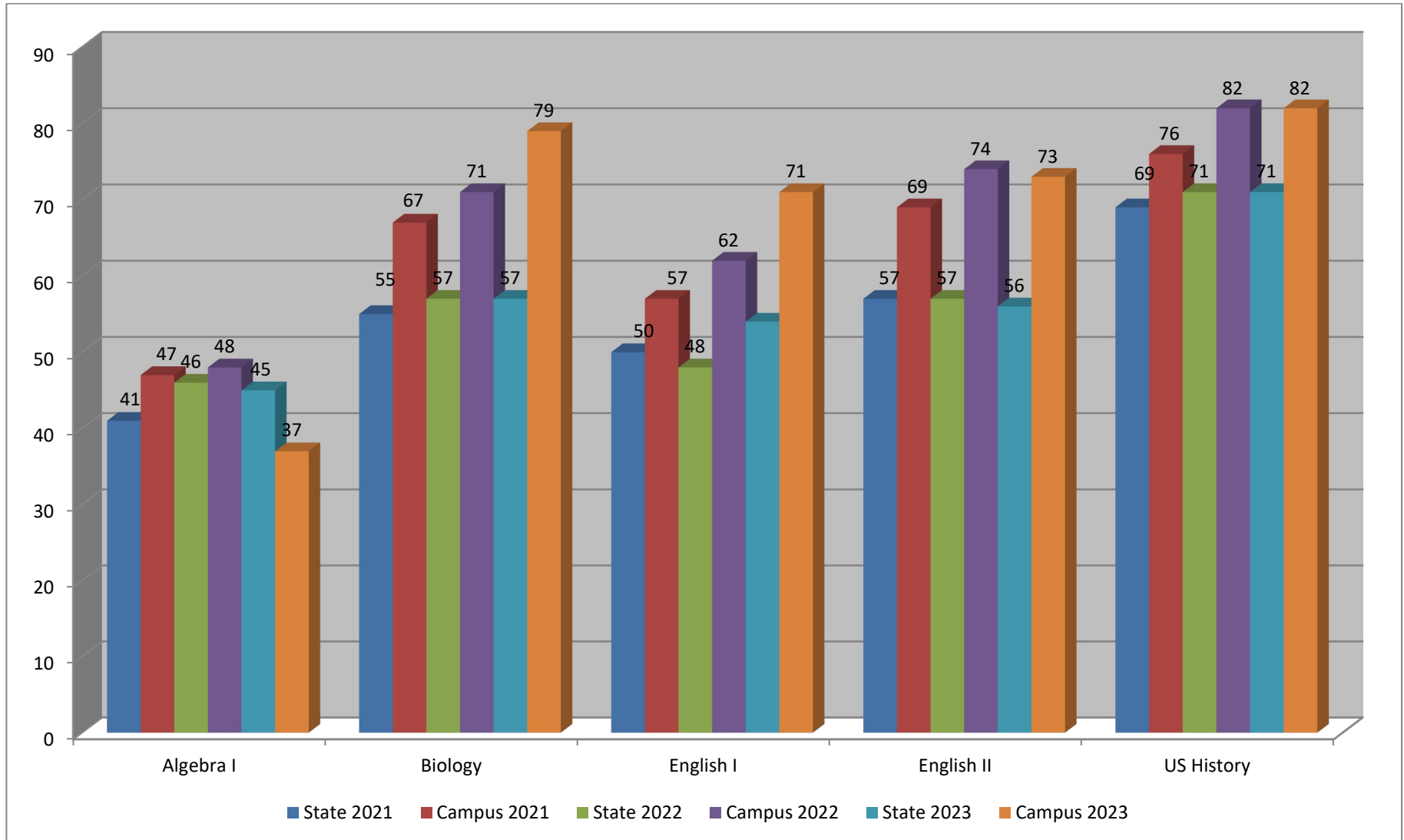
Campus Accomplishments – Student Performance

STAAR/EOC – Approaches Grade Level or Above



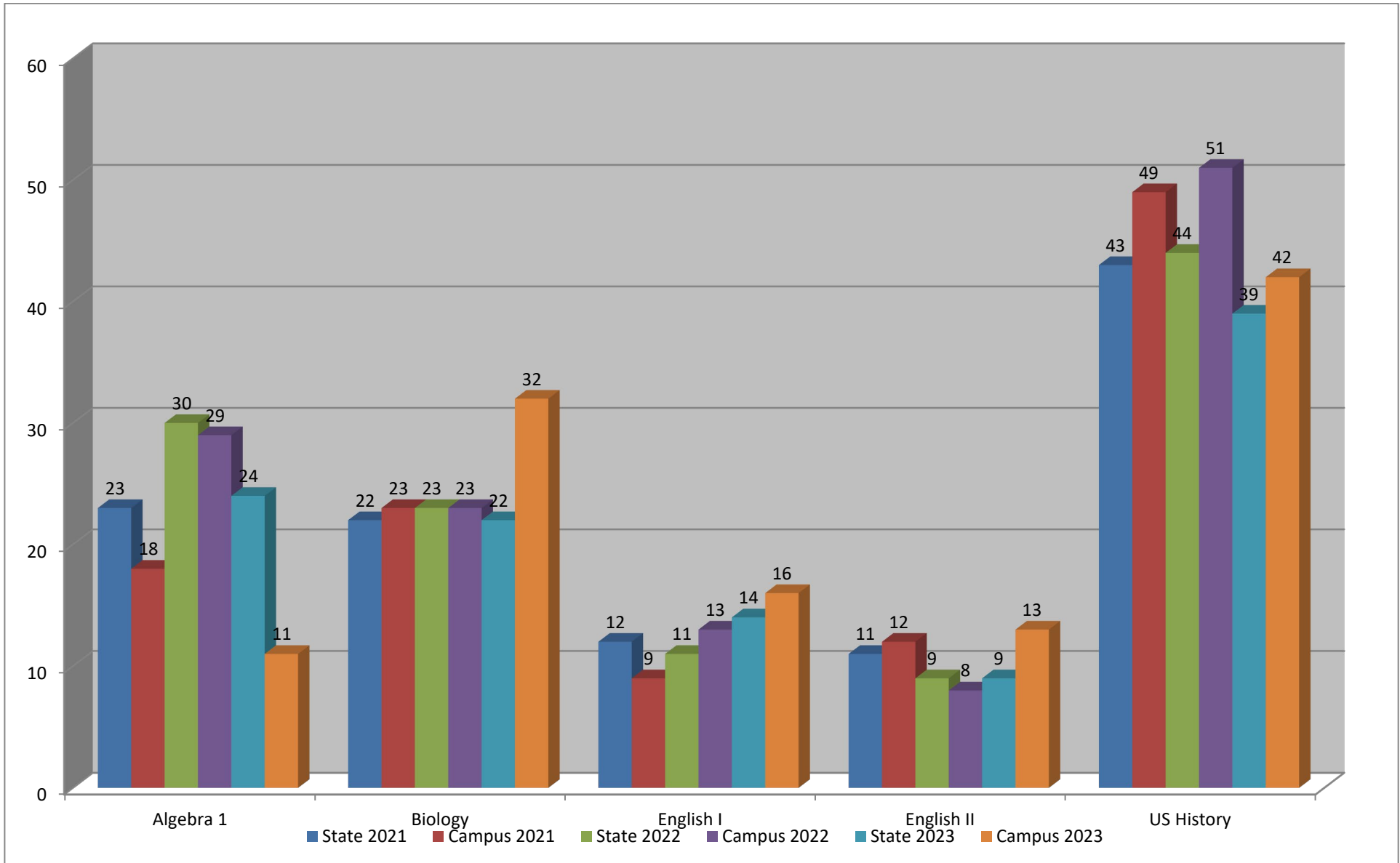
Campus Accomplishments – Student Performance

STAAR/EOC – Meets Grade Level or Above



Campus Accomplishments – Student Performance

STAAR/EOC – Masters Grade Level



Needs Assessment

The following charts indicate which grade levels, subjects, and student groups need to be targeted by the District. Shown below are State Accountability Groups for Grades tested.

2023 STAAR Percent Approaches Grade Level or Above

English Language Arts

Grade Level	All Students	African American	Hispanic	White	Special Ed.	Eco. Disadvantaged	EB/EL
English I	85	25	81	93	29	78	50
English II	86	94	81	91	44	84	55

Mathematics

Grade Level	All Students	African American	Hispanic	White	Special Ed.	Eco. Disadvantaged	EB/EL
Algebra I	83	33	80	89	42	75	52

Science

Grade Level	All Students	African American	Hispanic	White	Special Ed.	Eco. Disadvantaged	EB/EL
Biology	97	83	96	99	95	97	78





Social Studies

Grade Level	All Students	African American	Hispanic	White	Special Ed.	Eco. Disadvantaged	EB/EL
US History	99	91	99	99	100	99	100

Needs Assessment

The following charts indicate which grade levels, subjects, and student groups need to be targeted by the Campus. Shown below are **State Accountability Groups**.

2023 STAAR Percent Approaches Grade Level or Above

Student Group	All Tests	ELA	Algebra I	Biology	US History
Campus	90	85	83	97	99
African American	80	82	 33	83	 91
Hispanic	87	81	 80	96	99
White	94	92	89	99	99
Special Education	70	37	42	95	100
Eco. Disadvantaged	85	81	 75	97	99
EB/EL	76	52	52	78	100



Indicates percentages went down from previous year

**TELPAS (Texas English Language Proficiency Assessment System)
Composite Rating (All Students) Spring 2023**

Grade	Number of Students Rated	Percent At Beginning	Percent At Intermediate	Percent At Advanced	Percent At Advanced High	Percent Composite Score Growth
9	23	17%(4)	52%(12)	22%(5)	9%(2)	42%
10	21	13%(3)	5%(1)	57%(12)	24%(5)	55%
11	15	7%(1)	47%(7)	40%(6)	2%(1)	32%
12	11	0	36%(4)	64%(7)	0	30%

TELPAS fulfills federal requirements for assessing the English language proficiency of English learners (EL's) in kindergarten through Grade 12 in four language domains: listening, speaking, reading, and writing. Student performance is reported in terms of four English proficiency ratings: beginning, intermediate, advanced, and advanced high. TELPAS assessment results provide a measure of progress, indicating annually where each EL is on a continuum of English language development designed for second-language learners. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their EL's are making steady annual growth in learning to listen, speak, read, and write in English.

Campus Accomplishments – Student Performance

(adopted Texas Academic Performance Report 2020-21)

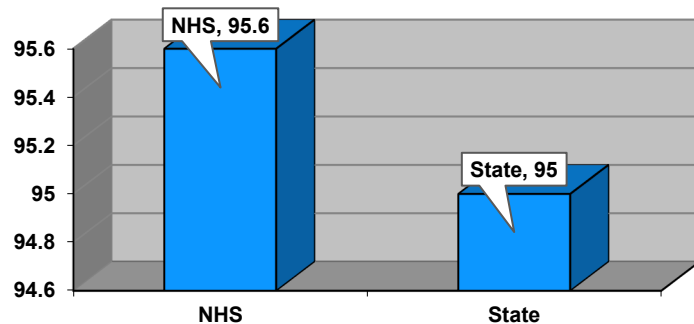
MAJOR FINDINGS

Attendance and Dropout Rates in NISD are better than either the Region or State.

Attendance 2020-2021

Note: This TAPR indicator is one year behind the TAPR report year.

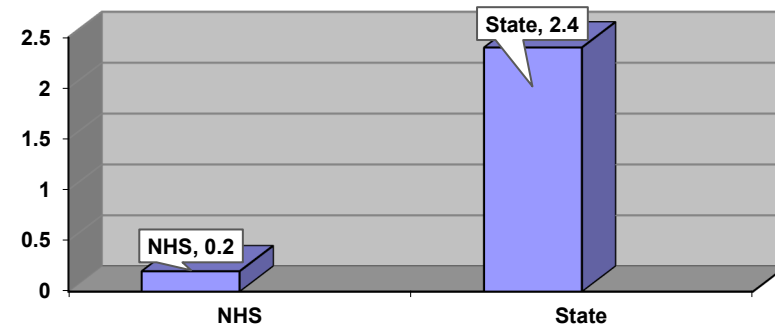
This percent of student attendance was calculated for the entire year (2020-21) for grades 9-12. For acknowledgement on 2020-21 Attendance Rates, a school district must reach at least 96.0%.



Annual Dropout Rate 2020-2021

Note: This TAPR indicator is one year behind the TAPR report year.

The dropout rate is the number of dropouts summed across grades 9, 10, 11 and 12 divided by the number of students summed across grades 9, 10, 11 and 12, for 2020-21.



NISD continues to progress.

Student performance continues to be a significant priority to the District. The State of Texas Assessment of Academic Readiness (STAAR) is a completely comprehensive testing program. The STAAR

- includes the Texas Essential Knowledge and Skills (TEKS)
- at high school grade, end-of-course (EOC) assessments: Algebra I, Biology, English I, English II, and U.S. history.

Campus Accomplishments – Student Performance

Campus Attendance Rates for Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance	Enrollment	Attendance
Needville High School	1029	96.8	1016	97.5	1029	95.6	1101	95.38	1027	97.0

Needville High School made our goal, which is 97%.

Completion Rate / Student Rate 4-year longitudinal rate (grades 9-12)

The current year completion rate (Class of 2021) looks at the group of students who were enrolled as ninth graders in the 2017-2018 school year and follows through to their expected graduation as the class of 2021.

Completion Rate	NISD	Region	State
<i>Class of 2021</i>			
% Graduated (4 years)	98.4		90.0
% Received TxCHSE	0.0		0.3
% Continued High School	0.8		3.9
% Dropped out (4 years)	0.8		5.8
% Graduated and TxCHSE	98.4		90.3
% Grads, TxCHSE, Cont.	99.2		94.2

NISD graduation rate exceeds the State average. All student groups beat the Region/State percentages.

Student Performance – College Admissions Tests

SAT Scores

	State	District (Graduating Class of ...)				
	2023	2023	2022	2021	2020	2019
Reading and Writing	497	495	508	512	515	547
Mathematics	481	473	492	487	497	525
All Subjects	978	968	1000	999	1011	1071
<i># students who took test</i>	<i>278,151</i>	<i>185</i>	<i>180</i>	<i>179</i>	<i>208</i>	<i>101</i>

In the senior class of 2023, 185 of the 213 seniors took the SAT test. Students scored higher than their peers from the state in ELA and writing. Students scored below the state average in mathematics and all subjects.

Student Disciplinary Incidents by Disciplinary Action Reason

Disciplinary Action Reason	19-20	20-21	21-22	22-23
04 – Marihuana	9	7	16	32
05 – Possession alcoholic beverage	0	1	5	6
07 – Public lewdness or indecent exposure	0	0	0	0
12 – Knife		0	0	0
20 – Violation of CofC while in AEP	0	0	0	0
21 – Violation of Code of Conduct	228	266	282	766
26 – Terroristic Threat	1	0	0	0
27 – Assault against school employee		1	1	1
35 – False Alarm False Report	0	0	0	0
41 – Fighting/Mutual Combat	17	4	3	1
42 – Truancy – Parent Contrib.	0	0	0	0
43 – Truancy – Stud w/ at least 3 unex ab	0	0	0	0
44 – Truancy – Stud w/ 10 unex ab	0	0	0	0
50 – Used, exhibited, or possessed a non illegal knife	0	0	0	0
59 – Serious Misbehavior while expelled to/place In a DAEP	0	0	0	0
61 – Bullying	0	3	0	0
TOTAL	269	282	307	806

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 1: Effective staff: All students will be taught by effective teachers who are assisted by effective qualified paraprofessionals according to ESSA.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Conduct recruitment activities to ensure effectively qualified personnel in all positions. Job fairs, postings in multiple sites/ organizations and maintain active website.	Human Resources Campus Principals	April-July	Local Funds	Staffing Reports and reduced vacancies
2. Establish an effective teacher mentoring system for new hires and first/second year staff	Campus Principals	Every two weeks		Retention of 90% of new staff
3. Implement Equity support plan to build capacity	Assistant Superintendent, Campus Principals	Quarterly		Decrease in gap between White/Hispanics and African American/White
4. Require all core academic teachers to obtain the supplemental ESL certification.	Human Resources, Campus Principals Assistant Superintendent	August-July (Ongoing)	Bilingual Allotment	Number of certified staff
5. Monitor teacher certifications to provide highly effective staff.	Human Resources Campus Principals	August-February		Campus rosters compiled, updated, and reviewed. SBEC ACP certifications obtained
6. Ensure all staff that service GTstudents have the necessary 30-hour training and yearly 6 hour update.	Human Resource, Campus Principal	August	GT Funds	GTCertifications

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 2: Ensure all Needville High School special programs are compliant with program effectiveness indicators.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Identify SPED students and provide them with supplemental instruction/support and timely interventions.	Director of Special Education	August-June (Daily)	Special Education Funds	Improved growth and/or performance of special ed students through multiple measures (benchmark assessments, state assessments, IEP progress)
2. Increase the use of DMAC and other software to engage staff in collaborative improvement discussions that ensure levels of student learning and MTSS decisions based on data results	Campus Principals	Every three weeks	Local Funds	Improved student performance and teacher understanding
3. Provide targeted support for EL students, parents/families, and staff	Federal Program Director, ESL Teachers	August-May (Daily)	Title III Bilingual/ESL	Improved RDA Data, Standardized test data (STAAR, SAT, TELPAS), increase graduation rate
4. Conduct Child Find activities for identification and intervention of students with Dyslexia and implement parent/community engagement activities	Director of Special Education	August-May (Daily)	Special Education Funds Dyslexia	Progress Monitoring through multiple measures Student growth between BOY and EOY performance through multiple measures

Goal 1: Needville High School will demonstrate and sustain growth in student achievement

Objective 2: Ensure all Needville High School special programs are compliant with program effectiveness indicators.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
5. Provide challenging learning experiences using differentiated instruction and incorporating pacing, depth, and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication	Counselors, Advanced Academic Teachers	August-May (Daily)	GT Funds	Improved performance of GT identified students on state assessments
6. Provide services to address individuals needs of identified foster care, homeless, and economically disadvantaged	Federal Program Director, Counselors, Homeless/Foster Liaison, AP Testing Fees for Disadvantaged Students	August-May (Daily)	Title IV	Increase student academic performance and course completion. Increase number of eco disadvantaged students taking AP tests
7. Integration of CTE education programs	Director of CTE	August-May (Daily)	CTE Funding (199) CTE Funding (Federal)	CTE Course Enrollment, teacher feedback, Advisory Committee feedback, RDA results
8. Promote student performance for at-risk students	Counselors, Teachers	August-May (Daily)	State Compensatory Funds Title IV	Gap between at risk and non-at-risk students performance reduced and less dropouts
9. Expand capacity and understanding of teachers and leaders to provide expanded learning opportunities inclusive of all students in well-rounded educational areas	Campus Principals	August-May (ongoing)	Title IV	Higher scores and student enrollment in STEM subject areas

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 3: State Assessments (EOC), TELPAS, and achievement scores for all students & special populations will increase by 2% for each student group, content area and overall.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide tutoring as needed with staff or volunteers before, during, after, and summer school	Teacher, Paraprofessionals	August-May	SCE	Students will show improvement in test scores
2. RDA report will be provided from each campus with a staging goal of zero for each indicator measured	Assistant Superintendent Director of Special Ed, CTE Director	October, November	Title III, CTE, and Special Ed Funds	District will not receive staging criteria
3. Continue MTSS to identify, serve, and monitor special population groups	Special Ed Director, Counselors	Every three weeks	Local Funds	Improvement in students' growth
4. Use TRS Unit assessments, TRS performance indicators and other formative and summative assessment tools and the data in DMAC to check learning by student expectation to determine learning and teaching gaps to modify and supplement instruction to improve learning	Campus Principals, Teachers	Each Six Weeks	ESSER III Funds	Increase student growth and closing of gaps between subgroups
5. Provide students in need of assistance- data-driven interventions during the school day with teachers, paras, tutorials, credit recovery classes, and HB 4545 to make gains and work toward mastery of grade level TEKS to promote well-rounded education.	Campus Principals,	Summer, First Semester	State Compensatory Funds	Students will show gains in comparison to previous test scores
6. Increase Masters Level: on STAAR test for all subjects by 2%	Campus principals, Teachers	Each Six Weeks		Increase in scores for each subject

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 4: Through the teaching of the TEKS, all students will perform at/or above the state standards on the state tests in math, reading/writing/ELA, science, and social studies.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Maximize the teaching of appropriate TEKS by all staff members utilizing time on task and collaboration of vertical and grade level teams	Campus Principal, Assistant Superintendent	Each six weeks	ESSER III	Better performance on test scores
2. Analyze and disaggregate STAAR/EOC/mClass, Renaissance data by subgroups and programs with the use of DMAC	Principals	BOY, MOY, EOY		Improve student performance and growth and intervene with ones who do not meet the goals
3. Administer Benchmarks to track student growth and performance 9-11 in core areas	Principals, Teachers	November, February, March, April	Local Funds	Comparison of student growth
4. Continue principal observations and walk-throughs to ensure time on task	Principals	August-May (Daily)		Improve teacher practices
5. Use concrete manipulatives, games, and labs to teach science and math concepts to promote a well-rounded education	Principals, Director of Federal Program, Teachers	Once a week	Title IV	Increase knowledge of STEM
6. Implement strategies focusing on writing for all core subject areas	Teachers	Once a week		Improve student ability

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 4: Through the teaching of the TEKS, all students will perform at/or above the state standards on the state tests in math, reading/writing/ELA, science, and social studies.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
7. Provide curriculum alignment workshops with coordinated planning across grades and subjects.	Campus Principals	Once six weeks		Improved student performance on six weeks exams
8. Teachers will use Thinking Maps as a graphic organizer and for thinking and to write across all core content areas	Campus Principal, Teachers, Assistant Superintendent	Once a week		Strategies will improve student writing skills, organize their thinking, and improve classroom comprehension in all subjects.
9. Per HB3, all kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy by the 2023-2024 school year.	Assistant Superintendent, Teacher Involved	August-July (Ongoing)		Increased growth on six weeks progress measures Increased student success in phonics
10. Infuse effective technology use within the instructional program to expand student engagement and critical thinking opportunities	Technology Director, Teachers	August-May (Daily)	Local Funds	Increase integration of technology into instruction and increase learner engagement data in reports

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 5: Meet or exceed the annual student attendance rate threshold of 97.0% each year.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Contact parents when students are at risk of violating the 90% attendance rule	Campus Principals CARC Chairperson	Daily	Local Funds	Increased attendance and student achievement
2. Monitor attendance, by campus, each six weeks and report to school board.	Campus Principals	Every Month	Local Funds	Increased attendance and student achievement
3. Use truancy court to hold students and/or parents accountable	Campus Principals	As needed	Local Funds	Increased attendance and student achievement

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 6: Maintain exemplary drop-out rate which is less than or equal to 1% in all student groups.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Monitor at-risk and economically disadvantaged students for attendance and completion of schoolwork for student success	Federal Program Director Teachers	September, November, December, January, April May	State Comp Funds	Improved performance of at risk and economically disadvantaged students on six-week assessments
2. Serve students at-risk of dropping out of school (14.09) * Extended Day * Dropout Prevention Program * Credit Recovery Program * Failure Rate * Graduation Rate * Summer School * Edgenuity	Counselors Teachers	August-July (Daily)	State Comp Funds	Improved performance of at risk and economically disadvantaged students on six-week assessments
3. Provide adequate academic, teaching and learning, career and personal counseling services to high school students and parents	Counselors	August-May (As needed)		Improved graduation rates, promotion from one grade to next, number of college acceptances
4. Engage students in co- and extra-curricular activities to promote a well rounded education	Campus principal, counselors, CTE Director	August-June (Daily)	CTE Allotment	Increased CTE enrollment and increase enrollment in UIL activities
5. High School Counselors will Meet with the parent and student during 9 th grade year to review the PGP and provide the TEA Graduation Toolkit	Counselors	February		Increased graduation rates

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 6: Maintain exemplary drop-out rate which is less than or equal to 1% in all student groups.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
6. Develop personal graduation plans for students in grades 8-12 to create rich planning, monitoring, and intervention strategies	Counselors	February		Verifying personal graduation plans/transcripts
7. Implement training on HB 5 to create awareness of existing pathways to the world of work	Counselors	February	Local Funds	Verifying personal graduation plans/transcripts
8. Implement a comprehensive school based college enrollment process for all students including the completion of college application, FAFSA, and a college essay through English classes	Counselors	November		Increased number of students seeking college opportunities

Goal 1: Needville High School will demonstrate and sustain growth in student achievement.

Objective 7: All students will graduate from high school on time, college and career ready.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Facilitate "Generation Texas" week to support a variety of college and career readiness initiatives.	Counselors	November	Local Funds	Increase number of students seeking college and work force opportunities
2. Expand the accessibility to technology for all students to enhance computer literacy skills for the 21 st century and reflected in college and career readiness standards to promote a well rounded education	CTE Director/Teachers	August - July October-March	Local Funds	Increase integration of technology into instruction
3. Provide a robust selection of CTE classes to provide students appropriate career and technical education programs for all including special population students. Continue to add certifications for students to prepare them for immediate career options.	CTE Director	August-July	CTE	Increased enrollment in CTE classes and certification certificates
4. Develop personal graduation plans for students in grades 8-12 to create rich planning, monitoring and intervention strategies that include credit recovery options.	Counselors	February, March		Decrease in drop out rate, increase in graduation rate
5. Provide Honors/AP and Dual Credit Classes to promote college readiness	Counselors, College Coordinator	August, January		Increase enrollment in AP/Honors/Dual Credit Classes
6. Implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education	Principals, Counselors	October, February		Students gaining familiarity with transition campuses and staff preparing for student transitions
7. Encourage and support students to take PSAT/SAT/AP/TSI/ACT. The district will fund the SAT and AP for Eco Dis students	Counselors, College Coordinator, Federal Program Director	October, November, March, April, May	Title IV, Local Funds	Increased number of eco disadvantages students taking tests
8. Provide information to parents and students on FAFSA and scholarships.	Counselors	August-July (Ongoing)		Increased number of students seeking college opportunities

Goal 2: Needville High School will improve home/community involvement within the district.

Objective 1: Needville High School will increase staff, community, and parent communication satisfaction by 2% over prior year, as measured by attendance logs and surveys.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Provide effective programs to encourage parental, family, and community engagement and use results of survey to lower barriers to participation by parents in school planning, review, and improvement.	Campus Principals Teachers, Federal Program Director	Six Times Each Year	Title III	Improved student achievement and attendance
2. Review and expand the school district's presence, identity, initiatives, and accomplishments throughout the community through a variety of media, including the school district's website, Facebook, twitter, newspaper, brochures, other media	Director of Technology	August-July (Ongoing)	Local Funds	Increase awareness of school activities to the community
3. Minimum of 2 times per year parent contact for every student.	Teachers	Once a semester		Increase partnering with parents to for student success.
4. Monitor the campus PFE Policy Periodically with parents.	Campus Principals	BOY and EOY		Increase parent and family participation.
5. Provide focused parent, family, and community engagement sessions that support academic, behavior, and social/emotional success.	Campus Principals	August-May	Title I and III Funds	Increase parent and family participation.

Goal 3: Needville High School will provide opportunities to enhance instruction through more effective staff development.

Objective 1: Needville High School will make available professional learning to support innovation in the classrooms, schools, and personalization and authenticity to find meaningful ways to better contribute to student success.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Needville ISD will provide quality and ongoing staff development in all program areas required by TEA and in identified areas of need with appropriate emphasis on new technologies, leadership (at all levels) and accomplishment of Needville ISD goals.	Assistant Superintendent Federal Program Director Campus Principals Counselors	August, October, November, January, February, May	Title II Title III Local funds	Improved teacher performance and student learning
2. Provide opportunities for faculty and staff to attend professional development and training relevant to their content area and/or instruction to support student achievement	Assistant Superintendent Federal Program Director Campus Principals	August-July (Ongoing)	Title II Title III Local Funds	Improved teacher performance and student learning
3. Building Leadership Capacity	Assistant Superintendent	August-July (Ongoing)	Title II A	Improved leadership skills

Goal 4: Needville High School will provide a safe school environment conducive to student achievement.

Objective 1: Needville High School will implement more uniform and consistent procedures, classroom management plans, and discipline plan to produce a safe environment conducive to learning.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Ensure a safe environment for all students and staff by providing proactive safety trainings and reunification for all buildings. –Mental Health (SEL) - Safety Training -Develop Emergency Plans for all student groups	District Police, Campus Principals, Counselors, Superintendent, Nurses, Federal Program Director	Each Month	Local Funds School Safety Allotment	District Crisis Emergency Plan, Safety Drills (Monthly), Training Documents, Sign-in sheets
2. Continue to harden the buildings and increase officer presence to enhance a safe and secure environment	District Police	August-July (Daily)	Local Funds School Safety Allotment	Increase Awareness and Safety
3. Implement strategies for conflict resolution.	Counselors	Quarterly		Reduced discipline referrals, Improved Grades, Improved attendance, and Improved retention rates,
4. Implement discipline management strategies.	Principals	Each semester		Reduced incidents in 425 Discipline Reports
5. Implement strategies for proactive safety and mental health activities supporting violence and suicide prevention.	District Police, Counselors	September, December, February	Local Funds	Reduced Discipline referrals and less incidents for attempted suicide
6. Increase teacher, student, and parent awareness of issues regarding sexual abuse of children as required by HB 1041	Counselors, Nurses	August, March		Tracking of the number of incidents
7. HS students will be taught P.A.P.A. curriculum related to parenting responsibility of teen fathers	Health Teachers	Each semester		Increased awareness of parenting for teen fathers

Goal 4: Needville High School will provide a safe school environment conducive to student achievement.

Objective 1: Needville High School will implement more uniform and consistent procedures, classroom management plans, and discipline plan to produce a safe environment conducive to learning.

Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation
8. Campus drills (fire/tornado/lock down/ evacuate/secure lockout) are completed to prepare students and staff for emergencies	Campus Principals, Police Department	Monthly		Students feel safer in the school environment
9. Continue Safe and Drug Free Schools Program to include counseling, character education, drug dog usage, Red Ribbon activities, and bullying	Counselors, Health Teachers, Nurses	August-May (Daily)	Local Funds Title IV	Reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
10. Teachers and administrators will receive compliance trainings and resources for teen dating as required by HB 121, Bloodborne Pathogens, Child Abuse, Sexual Harassment, Bullying Prevention, Suicide Prevention, Diabetes Overview, Anaphylaxis and severe allergic reactions, Mental Health, sexual abuse, sex trafficking, and other other maltreatment of children as explained in TEC 38.004	Teachers, Campus Administrators, Nurses, Teachers	August, September, June	Local Funds	Reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
11. Provide police officers who are active and visibly monitor students before school, during school hours, and after school activities.	Superintendent Chief of Police	August-July	Local Funds	Decrease in incident reports.

Goal 4: Needville High School will provide a safe school environment conducive to student achievement.

Objective 2: Needville High School will implement programs in health and wellness for students, faculty, and staff including nutrition and physical education.

Activity Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. NHS will have members on the district's School Health Advisory Committee to support coordinated health programming	PE Teachers, Nurses, Health Teachers	August-May (Daily)	Local Funds	Increase awareness of healthy and safe environments
2. Continue quality health services and screenings for students	Nurses	September-October	Local Funds	Healthier students with improved academic success
3. State mandated Fitness Gram will be administered to every student grades 9-12	PE Teachers	December, March	Local Funds	Increasing percentage of students meeting all six standards on the Fitness Gram Assessment
4. Abstinence will be presented to high school students as the preferred choice related to human sexuality among young, unmarried students	PE Teachers, Health Teachers	Fall - November Spring - April	Local Funds	Decrease number of pregnancies

Program	Purpose	Entitlement
State Compensatory Education	Enhance and improve the regular education program to increase the academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements Local Funds	\$181,130.31
Bilingual Allotment	Address the needs of students whose home language is one other than English.	\$51,819.32
Special Education	Address the needs of students identified with disabling conditions.	\$862,493.86
Career & Technology (Perkins)	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the U.S. more competitive.	\$26,775
Career and Technology Allotment	To enable schools to provide quality teachers to provide occupational skills of all segments of the student populations to gain experience and knowledge in fields of work that will certify students and make them marketable.	\$1,722,709.79
Title I, Part A	To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children.	\$0
Title II, Part A	To increase student achievement through improving teacher and principal quality and increasing the number of highly qualified teacher, principals and assistant principal in schools.	\$21,459
Title III	To help insure that limited English proficient children and immigrant children attain English language proficiency and meet the same standards that all children are expected to meet.	\$0
Title IV	Ad grant known as Student Support and Academic Enrichment Grant to provide students with a well-rounded education, to support safe and healthy students, and to support the effective use of technology.	\$400
Instructional Materials Allotment	The purpose is to purchase instructional materials and technology equipment to deliver TEKS.	\$95,200

School Safety Allotment	To improve school safety and security, including securing school facilities, providing security for the district and school safety and security training and planning.	\$25,000
Dyslexia Allotment	To fund services that will help eligible identified dyslexia students.	\$12,597.41
CCMR Outcome Bonus	Paid annually for the accomplishments of graduates above a certain percentage threshold to ensure equity amongst the three groups measured: economically disadvantaged; non- economically disadvantaged; and students served in special education programs.	\$198,599.93
Gifted and Talented	To identify and provide services for students identified as gifted/talented.	\$8,750
ESSER III	To address the impact of Covid-19 on elementary and secondary schools.	\$104,750