

NEWCASTLE SCHOOL

2019-20 District/Campus Improvement Plan



Enter to learn! Go forth to serve!

Adopted by Newcastle ISD Board of Trustees:

Updated:

It is the policy of Newcastle ISD not to discriminate on the basis of race, color, national origin, gender or handicap in its vocational programs, services, or activities as required by title VI of the Civil Rights Act of 1963, as amended, Title IX of the Education Amendments of 1972; and Sections 503 and 504 of the Rehabilitation Act of 1973, as amended. Newcastle ISD will take steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational programs and services.

Mission Statement

Newcastle ISD students will become lifelong learners who develop personal knowledge, skills, and competence to maximum capacity, and learn behavior patterns which will make each student a responsible member of society. In terms of their individual abilities, all students should achieve.

Long Range Goals

Raise the level of achievement for all students, ensure a greater number of economically disadvantaged students further their education, foster school-wide love for reading and increase the opportunities for active involvement of our campus stakeholders.

State Compensatory Education Statement

State Compensatory Funds will be used to upgrade and enhance the Title I, Part A Schoolwide program at Newcastle ISD to ensure that all students meet or exceed the challenging state standards. SCE Budget: \$125,159.00 FTE's: 2.31

Campus/District Improvement Team

Evan Cardwell - Superintendent
Melanie Lowe - Elem. Teacher
Courtney Bozeman - H.S. teacher
Shae Humphrey - Special Education
Carmen Neal - Business Representative
Rita Choat - Community Representative

Deborah Wilkinson - Principal
Latrisha Strawbridge - J.H. Teacher
Brad Wilkinson - H.S. Teacher
Sherri McMillan - Counselor
Aurelio Henlon - Parent Representative
Ty Spitzer – Associate Administrator

Gordon H. Grubbs – Elem. Teacher
Meghan Clark - J.H. Teacher
Christy Eli - CTE Teacher
Delfina Garcia - Para-Professional
Dancey Creel - Parent Representative
Gena Maxwell - Advisory Member, Mayor

Comprehensive Needs Assessment

The District Improvement Team is selected each year based on district policy and includes teachers, administrators, parents, community, and business representatives. The District Improvement Team meets periodically throughout the year as needed. An Improvement Planning Retreat was held August 1, 2019 to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team and special program representatives. The District Improvement Plan is evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district that includes the review of assessment data from a variety of sources such as TAPR, State and Federal Accountability, TPRI, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, SCE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT sets priorities and makes recommendations for strategic initiatives to be implemented in the District Improvement Plan. At least once each two years, an evaluation will be conducted to evaluate the SBDM procedure.

Comprehensive Needs Assessment Findings

State Accountability Ratings: A Overall Rating

Domain 1 Student Achievement: B Rating (89/100)

Domain 2 School Progress: A Rating (90/100)

Domain 3 Closing the Gaps: A Rating (90/100)

Demographic Findings:

- Enrollment declined slightly from 231 students in 2018 to 203 students in 2019
- Student demographic data is holding steady consistent with enrollment
- 62.4% of students are economically disadvantaged
- Majority of staff have 11-20 years of overall experience.
- Average years of teacher experience with the district is 9.1 years. This is higher with state and region numbers.
- District maintains a 12.5:1 student/teacher ratio

- District teacher turnover rate in 2017-18 was 10%. This was 6 percentage points lower than the state and 7 percentage points lower than the region.
- Attendance rate is holding steady at 96.2%.
- WISD has a 0% dropout rate with federal and state graduation rate at 100%
- 91.7% of students graduated on the Foundation Plan with endorsements

Student Learning Findings:

College, Career, and Military Ready (CCMR)

Strengths:

- 77% of students earned CCMR credit
- 60% of students met the Texas Success Initiative (TSI) criteria in both Reading and Math
- 67% of students meet the TSI criteria on the TSIA in reading and 53% in math.
- 47% of students meet the TSI criteria on the ACT in reading and 47% in math.
- 33% of students meet the TSI criteria on the SAT in reading and 33% in math.
- 60% of students met the dual credit criteria.
- 7% of students earned an industry based certification
- 40% of students that took dual credit coursework earned an associates degree

Challenges:

- 10% of students earned ½ credit by completing a CTE coherent sequence of coursework aligned with an industry-based certification. This option is no longer available. Need to ensure these students are earning an industry-based certification.

English Language Arts (Reading, Writing, and English I and II)

Strengths:

- Student performance on the English I and II EOC was equal to the state and region at the Approaches GL standard (65%) and Meets GL standard (49%)
- Student performance in Reading 3-8 was above the state and Region by 9 percentage points at Approaches GL standard (80%, 71% 71% respectively), by 3 – 5 percentage points at Meets GL standard (46%, 43%, 41%), and equal to the state and region at Masters GL standard at 20%.
- 80% of all students met the Approaches GL standard in Reading
- 46% of students met the Meets GL standard in Reading
- 21% of students met the Masters GL standard in Reading
- 74% of economically disadvantaged students scored at Approaches GL standard in Reading
- 75% of all students scored above the state and region at the Approaches GL standard, 44% at the Meets GL standard in Writing
- 76% of economically disadvantaged students scored Approaches GL in Writing, 47% at Meets GL, and 6% at Masters
- 63% of special education students scored at the Approaches GL in Reading

Challenges:

- 13% of students scored at the Masters GL standard in Writing
- 12% of economically disadvantaged students scored at Masters GL standard in Reading
- 11% of all students and 6% of economically disadvantaged students scored at the Masters GL standard in Writing.

Mathematics (Grades 3 – Algebra I)

Strengths:

- 87% of all students, 81% of economically disadvantaged, and 67% of special education students scored at the Approaches GL standard all above the region and state performance
- 62% of all students, 54% of economically disadvantaged, and 53% of special education students scored at the Meets GL standard all above the region and state performance
- 23% of all students, 24% of economically disadvantaged, and 27% of special education students scored at the Meets GL standard all above the region and state performance

Challenge:

- Achieving the 90/60/30 set by the state

Science (5th, 8th, and Biology I)

Strengths:

- 64% of all students and special education students, 61% of economically disadvantaged students scored at the Approaches GL standard
- 39% of economically disadvantaged students scored at the Meets GL standard in line with the Region (39%)
- 18% of special education students scored at the Meets GL standard above the state by 2 percentage points

Challenges:

- 33% of students scored at the Meets GL standard, and 9% scored at Masters GL standard falling below the region and state performance of 49% and 53% respectively
- NISD Meets score was below the state by 15 percentage points, and the region by 10 percentage points

Social Studies (8th and U. S. History)

Strengths:

- 93% of students scored at the Approaches GL standard above the state and region by 15 percentage points
- 93% of economically disadvantaged students scored at the Approaches GL standard, and 67% scored at Meets GL standard, 33% at Masters GL standard
- 75% of economically disadvantaged students scored at the Approaches GL standard, and 25% scored at Meets GL standard all above the region and state

Challenges:

- 13% of all students and 0% of economically disadvantaged students in 8th grade scored Masters GL standard

Early Learning (TPRI)**Strengths:**

- 90% of students in Kindergarten ended the year Developed on TPRI

Challenges:

- 23% of 1st grade students and 35% of 2nd grade students ended the year at the Still Developing category on TPRI
- Iowa test scores show 60% of 1st grade students are not on GL in Math and Science

School Processes:**Strengths:**

- CTE industry-based certification options –
- District technology is update and teachers/students have adequate technology for teaching and learning
- The district provides many opportunities for Parent Involvement. Events are well attended. PTA and booster clubs are a big priority of the district and membership has continued to grow.
- NISD has a strong athletic program.

2019-2020 District Priorities:

- Increase the percentage of students performing at the Meets and Masters Grade Level Standard in all content areas.
- Pre-K - 2nd grade reading and math
- Create more real-world learning opportunities for all students

Research-Based Curriculum & Instruction

Goal 1	All students will be encouraged and challenged to meet their full educational potential.					
Performance Objectives	<ol style="list-style-type: none"> 85% of students in grades K-3 will score Developed on the state approved reading inventory. The percentage of NISD students, including all student populations, performing at Meets Grade Level standard on STAAR will increase from 46% to 50% in reading, from 46% to 50% in math, from 36% to 40% in writing by May, 2020. 					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact Formative Evaluation	Benchmark Timelines
a. Continue TEKS-Resource curriculum by constructing individual course TEKS Documentation Plans b. Integrate TEKS throughout the planned curriculum: Elementary-Units of study syllabus Secondary – Course Syllabus	Principal	Local	September 2019	Plans filed in office, completed units of study/course syllabus to D.Wilkinson	88+% students meet STAAR standard 50+% ITBS	May, 2019
Continue early intervention strategies in STAAR/EOC subjects for struggling students by scheduling math and reading aides to targeted grade levels.	Principal, All Staff	Local	May 2020	Master Schedule Benchmark Testing Meets and Masters	Higher number of met Standards ITBS STAAR for AT-Risk students	Each 9 week grading period
Teachers will administer benchmark progress monitoring tests during the first weeks of school and a post-progress monitoring test during the final weeks of school to determine student growth.	Principal, All Staff	Local	May 2020	Pretest scores post-test scores	Students will be placed in appropriate intervention	Dec. 2019 May 2020
Provide additional intervention for Tier 2-3 students (K-8) in math/reading using Istation software. Monthly assessments for progress monitoring.	Principal	Title 1	May 2020	Software purchased; being used; students scheduled.	Reduction in Tier 2-3 students	Monthly progress Assessments. June 2019 STAAR results
Identify secondary students At-Risk of not meeting panel recommendations/Personal Growth Plans	Principal, Secondary Teachers	Local	October, 2019	PGP for identified students	Students meet STAAR standards	May 2020
Continue 90-min.Math & LA Block K-8	Principal	Local	May, 2020	Master Schedule	88% students meet standard all subjects	May, 2020
The district will provide intensive reading instruction for dyslexic students as well as struggling elementary readers.	Principal	Title I	September 2019	Intervention schedules	Dyslexia program documentation and progress monitoring results	May, 2020
Hire a part-time teacher to help create smaller classes for grade 9 at-risk students and assist JH/HS students with college & career counseling.	Supt.	Title I	September 2019	Person hired	STAAR Scores Student Plans	May, 2020

Continue publication of a school-wide literary magazine used to stimulate interest in both written & artistic expression.	ELAR Teachers	Local	May, 2020	Publication	Improved STAAR writing scores and ITBS vocabulary %	May, 2020
The district will provide supplemental instructional materials to use in intervention opportunities for students at-risk of failing STAAR.	Principal	Title I	February 2020	Materials purchased, received & used	STAAR Assessment scores	June 2020
K-2 teachers will use Saxon Phonics/Spelling to enhance reading instruction.	K-2 Teachers	Title I	August 2019	Lesson plans	TPRI Data	May 2020

Research-Based Curriculum & Instruction

Goal 2	All students will be encouraged and challenged to meet their full educational potential.					
Performance Objective	1. The percentage of NISD students earning College, Career, and Military Readiness (CCMR) credit as reported on the CCMR criteria in state accountability will increase from 77% to 85% by May, 2020.					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Provide GradPoint, ACT/SAT Prep, PSAT, PLAN.	GradPoint Coordinator Counselor	Local	August, 2019	GradPoint log # Students taking college readiness tests	Higher ACT/SAT scores and # students taking exams	May, 2020
Provide DL, internet opportunities for required college courses our faculty are not able to teach, such as economics, government and fine arts.	Technology Director	Local	May, 2020	Grade Reports	Higher ACT/SAT scores	May, 2020
The district will continue the partnership with Ranger College to provide onsite dual credit courses taught by NISD faculty to provide students with basic/core college credit hours.	Principal, Superintendent	Local	May, 2020	Grade Reports	Higher ACT/SAT scores college transcripts	May, 2020
Provide student leadership opportunities through student assistants, athletics, FFA, Student Council, and Art Club.	Principal	Local	May 2020	Student Participation	Student/Teacher/Sponsor Survey	May 2020
The district offers a Drone Pilot license program for high school students. Students are provided a drone and drone simulation program to facilitate their learning. Students successfully completing the course receive an industry certification upon passing the drone certification test.	Superintendent Principal	Local	August 2020	Course enrollment	Industry-certifications earned	May 2020

Safe and Orderly Environment

Goal 3	Newcastle I.S.D. will provide a safe and disciplined environment.					
Performance Objectives	<ol style="list-style-type: none"> 1. Student surveys will indicate 95% of students feel safe at school. 2. Student discipline referrals will decrease by 5% from May 2019 to May 2020. 					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Teachers will model and foster by word and deed an environment of mutual respect toward all individuals.	Administrators Teachers	Local	May 2020	Conduct folders, Discipline Referrals	Fewer office referrals	Each nine weeks
Teachers will utilize Character lessons to address issues including violence prevention, suicide prevention, discipline, harassment, conflict resolution, etiquette, manners, and bullying.	Counselor, Principal, Teachers Student Coun. Sponsors	Local	May 2020	Discipline Referrals Lesson Plans Announcements	Fewer office referrals	May 2020
District Emergency Operations Plan maintained and updated as needed. All campuses will conduct routine trainings and drills to ensure staff are prepared to carry out the EOP when needed.	Administrative Assistant	Local	November, 2019	EOP Plan, Training and Drill documentation	Copy to all staff	May, 2020
Continue a campus-wide drug education plan including drug testing for extracurricular participation.	Superintendent Teachers Coaches	Local	May 2020	Red Ribbon Week Unannounced Drug Tests	Parent and Student Feedback	May 2020
Provide staff development for teachers on handling bullying and cyber-bullying.	Principal, Teachers	Local	August, 2019	Professional Development Records	Student Feedback	May 2020
Use the "ASK" program to meet the staff development requirements for suicide prevention training.	Superintendent	Local	August, 2019	Certificate of Completion	Student Feedback	September, 2020
The district will encourage the use of an anonymous reporting system for persons to report incidents of bullying. (David's Law)	Principal	Local	Ongoing	Student Reports	Student Feedback	May 2020
Additional security cameras and intercoms are installed in Ag/Shop buildings to ensure student safety, building security, and surveillance.	Superintendent Technology Coordinator	Local	Ongoing	Installation of cameras and intercoms	Annual security audit	May 2020

Student Support Services

Goal 4	Student support services will be provided to meet the diverse needs of all student subgroups.					
Performance Objectives	<ol style="list-style-type: none"> 88% of all economically disadvantaged students, LEP, and Student Race/Ethnicity groups will perform at the “meets grade level” for the math, reading, writing, social studies and science the 2020 STAAR assessments. 80% of special education students will meet or exceed the student growth measure on STAAR 2020. 					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Monitor any exited ESL students and provide support services as needed.	LPAC Committee	T III	May 2020	Progress reports Contact Folders Report Cards Benchmarks	Higher number of ESL students met standards and Masters on STAAR	Each nine weeks
Dyslexic and At-Risk students will be scheduled in small groups to meet with reading specialist for specific, research based instruction. (Neuhaus, e.g.)	Reading Specialist, Special Programs Coordinator	TIA	May 2020	Intervention Student Schedule	Higher reading achievement	Each nine weeks
Provide a parent/community outreach event that targets the families of GT students	GT Coordinators	Local	September 2019 May 2020	Schedule of GT Events	Parent/Student Survey	May 2020
Continue effective ELL learning strategies throughout all subject areas to increase Hispanic student performance	Principal,	Local	May 2020	T-Tess evaluations	Higher number of Hispanic students met standards and Masters on STAAR	Each nine weeks
Provide accelerated instruction, including remedial computer programs, for any students failing/at risk of failing STAAR. Response-to-Intervention (RtI) Education and Spelling City, iStation GradPoint	Principal,	Local	May 2020	Progress reports Accelerated Instruction Rosters Report cards	Mastery of failing skills	Each nine weeks

ARD Committee Members will be given training as needed to emphasize usage of ARD template guidelines and guiding documents.	Special Ed. Teacher, Principal and Big 4 Coop personnel	Local and Special Education	May 2020	ARD minutes	Grade level STAAR test (mastery)	Each nine weeks
Provide transition activities for students moving into preschool, elementary, junior high and high school.	Principal, Specials Programs Coordinator	Local	May 2020	Activity Agenda Log of Attendees	Less discipline referrals 1 st nine-week period.	4th nine weeks
State Compensatory Education: State Compensatory Education funds will be used to upgrade and enhance the Title I School-wide program at Newcastle ISD to ensure that all students meet the challenging state standards.	Associate Administrator	SCE Funds:	August, 2020	Progress Reports Lesson Plans Report Cards	Tutorial needs met by the extra staff	Each nine weeks
RtI Team will monitor RtI process every third week for students' progress/lack of progress. Parent notifications will be provided.	Sp Education Teacher, Principal, Administrative Assistant	Local	May, 2020	Intervention Meeting Minutes & Schedule	Fewer special education referrals	Contact Folders each week, May 2020
Provide at least two cultural awareness programs or special events for students, parents, faculty/staff, and community members.	Associate Administrator, Teachers	Local	May 2020		Improved results for STAAR Social Studies	May 2020
Summer intervention for STAAR failures and credit recovery for at-risk students.	Principal	SCE	Summer 2020	Students enrolled in summer school.	Students on grade Level; fewer failures.	August 2020
Continue "Art Club" for high school students	Volunteer Teacher	Local	September 2019	Students joining the Art Club and creating pieces of art.	Improved student Interest in school and education.	May 2020

Parent and Community Involvement

Goal 5	The parents, school, and community will work together to provide a quality educational experience for the students.					
Performance Objectives	<ol style="list-style-type: none"> 70% of parents will attend meetings and participate in activities provided on building capacity in parents. 90% of NISD parents/guardians will indicate they are satisfied with the quality of education their students are receiving. 					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Continue communication to parents through a variety of contacts, Remind 101, e-mail, phone calls, PTO newsletters, notes, conferences, FaceBook, etc.	Teachers Principal,	Local PTO	May 2020	Parent Contact Logs Parent Survey	Parents more informed of school activities	Each nine weeks
Hold annual Title 1 parent meetings including the required public meeting after release of accountability ratings	Associate Admin. Principal	Local	May 2020	Agenda and Sign-in sheets Compacts	Parents attend and actively participate	Each Semester
Hold annual parent conferences	Principal, Associate Administrator	Local	October 2019	Agenda and Sign-in sheets Compacts	Parents attend and actively participate	First Semester
Provide English acquisition classes for ELL parents through Region 9	Principal, Hispanic Parent Liaison	Local	May, 2020	NovaNET Logs	Parents will increase skills to help students.	Each Semester
Assign an employee fluent in Spanish to serve as a Hispanic Parent Liaison	Superintendent Delfina Garcia	Local	September 2019	Employee Identified	Increased participation by Hispanic parents	May 2020
Hold freshman parent meeting to review new graduation plans.	Principal, Counselor	Local	September 2019	Agenda Sign-In Sheets	Parents knowledgeable of graduation plans & requirements	Parents attend and actively participate
Will schedule a "capacity building" parent meeting in the fall and spring semesters to assist parents in helping their students academically.	Associate Admin.	Local PTO	Fall meeting by December 2019 Spring meeting by April 2020	Agenda Sign-in Sheets	Meeting Evaluation Forms	Parents attend and actively participate

Recruitment and Retention Plan

Goal 6	State Certified Faculty/Staff: all students will be taught by state certified teachers who are assisted by state certified paraprofessionals.					
Performance Objectives	<ol style="list-style-type: none"> 100% of core area teachers will be state certified by the end of the school year. 100% of instructional paraprofessionals will meet the state certified standards. 100% of new hires will meet state certified status prior to employment. 					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Conduct recruitment activities to ensure state certified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites & organizations and maintaining active webpage.	Superintendent, Region 9 ESC	Local Title I A	May 2020	Number of positions posted. Number of applications completed. Number of visits on the web page counter.	Highly Qualified Report	Sept. 1, 2019 Feb. 1, 2020 May 1, 2020
Establish an effective teacher mentoring system in order to retain state certified staff.	Principal, Associate Administrator	Local Title 1 A	May 2020	Mentoring documentation	Continuity school wide	Aug. 15, 2019 Dec. 16, 2019 Apr. 3, 2020
Provide staff development for elementary teachers to experience a professional learning community/ PLC to improve instruction	Principal	Title I	August 2020	Region 9 Certificates of training		May, 2020
Analyze data from all teachers' and aides' certifications, testing, staff development, and service records to ensure that all meet state certified status.	Principal, Superintendent	Local Title I A	September 2019	Personnel files Professional Development records Teacher interviews	State Certification Report	Aug. 15, 2019 Nov. 14, 2019 June. 15, 2020
Maintain certification through alternative programs, GT or ESL certification, coursework, and TEXES testing in order to assure all staff is state certified..	Principal,	Local Title I A	September 2019	Number of teachers in ACPs Professional Development records	State Certification Report	Aug. 15, 2019 June. 15, 2020
Establish a "Grow Your Own" program to encourage NISD students to consider a teaching vocation.	Superintendent, Principal, Counselor	Local	February 2019	Students expressing an interest in teacher education.	Students entering a higher education teacher prep program.	Summer 2019
TOPS and Trainer of Trainers for Inclusionary staff.	Special Ed. coordinator	Local	May, 2019	Certificates	Decrease failure list	Each 9-weeks

Technology

Goal 7	Technology will be used to improve student achievement and parent communication.					
Performance Objectives	1. 100% of teachers will demonstrate technology integration.					
Strategies and Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Provide staff development to enable teachers to use new technology; IWB boards, Online tutorials, Mobile Laptop Lab, and DMAC.	Technology Director, Superintendent	Local	August, 2019	Sign In Sheets	Wider use of technology in the classroom	August 2019 May 2020
Provide training for staff and activities or programs for students related to recognition and prevention of cyber-bullying and proper social media etiquette.	Technology Director, Superintendent	Local	November 2019	Agenda, Sign in sheets and school documentation	Reduced reports of cyber-bullying	November 2019 May 2020
Integrate technology training into classroom instruction.	Principal, Technology Dir.	Local	August, 2019	Lesson plans Walk Throughs	Wider use of technology in classroom	Each semester
Continue to support the Mobile Learning Initiative.	Superintendent, Technology Dir.	Local	May 2020	Grant Applications Additional equipment for mobile learning	Improved/New access to Internet, Increased bandwidth	October 2019 May 2020
Students in grades 6-12 are issued a technology device to support learning and promote 21 st century digital skills.	Superintendent Principal	Local	August, 2019	Technology records	Student grades	May 2020