

New Waverly ISD Comprehensive Needs Assessment 2016 - 2017

Comprehensive Needs Assessment Process

New Waverly ISD conducted a Comprehensive Needs Assessment for the 2016-2017 School year. Data from the following 8 areas were examined from the 2015-2016 school year and needs were identified accordingly:

- A. Demographics
- B. Student Achievement
- C. School Culture and Climate
- D. Staff Quality, Recruitment and Retention
- E. Curriculum, Instruction and Assessment
- F. Family and Community Involvement
- G. School Context and Organization
- H. Technology

A committee made of Central Office staff, campus representatives, and parents was convened to examine each of the areas listed above. The committee examined and discussed data and then made a list of needs for each area. The committee then summarized the needs for report purposes for the district improvement planning committee. The identified needs for each of the eight sections appears at the end of the specified section. The specific identified needs will be addressed by strategies listed in the District Improvement Plan.

DEMOGRAPHICS

Attendance (PEIMS 400)

Based on five (5) years of data, New Waverly ISD continues to maintain an attendance rate above 95.4%.

- District Attendance for 2014-2015 will be posted in December 2016
- District Attendance for 2013-2014 was 95.8%
- District Attendance for 2012-2013 was 95.9%
- District Attendance for 2011-2012 was 95.9%
- District Attendance for 2010-2011 was 95.5%

New Waverly remained consistent at 95%+.

Completion Rate/Dropout Rate (PEIMS 415 and TAPR Reports)

New Waverly ISD's drop-out rate has remained consistent for the last few years. We are utilizing the At-Risk counselor and truant officer to ensure the students follow the compulsory attendance policy. These figures can change each year as drop-out rates run 1 year behind the current school year.

- 2014-15 Drop-out rates will be available in December 2016
- 0.0% Drop-out rate for 2013-2014
- 0.4% Drop-out rate for 2012-2013
- 0.3% Drop-out rate for 2011-2012
- 0.7% Drop-out rate for 2010-2011
- 0.3 % Drop-out rate for 2009-2010

Special Education (PEIMS 163)

Special Education programs are offered to students with special needs. Special Education funds will be used to ensure that teachers and paraprofessionals will receive high quality professional staff development. According to PEIMS data 163:

- 97 students were served in Special Education 2015-2016
- 96 students were served in Special Education 2014-2015
- 94 students were served in Special Education 2013-2014
- 97 students were served in Special Education 2012-2013
- 97 students were served in Special Education 2011-2012

Gifted and Talented (PEIMS EDIT Student Data Review, Professional Development)

Over 60% of New Waverly ISD Teachers are certified GT teachers. Each year we nominate, test, and identify students to be placed in the GT Program. This information is publicized in our campus newsletters. Each summer, re-certification training is offered to all GT Teachers. According to PEIMS Edit Student Data Review:

- 52 students were served in 2015-2016
- 51 students were served in 2014-2015
- 50 students were served in 2013-2014
- 54 students were served in 2012-2013
- 61 students were served in 2011-2012

ESL/Bilingual (PEIMS EDIT Student Data Review)

In New Waverly ISD, the ESL population has grown slightly over the past few years but has remained in the 25-30 student range. We currently have 30 students in this program. Our ESL students are instructed by highly qualified ESL Teachers and Aides. Our ESL students perform well on STAAR and TELPAS. PEIMS Edit Student Data Review showed the following numbers for ESL:

- 36 LEP students were served in 2015-2016
- 30 LEP students were served in 2014-2015

- 28 LEP students were served in 2013-2014
- 29 LEP students were served in 2012-2013
- 27 LEP students were served in 2011-2012

Our LEP program has remained at a plateau the past few years. Based on enrollment trends elsewhere in Texas, we understand that this is the population most likely to grow in the coming years.

Title I (PEIMS 461)

New Waverly ISD identifies 2 campuses as Title I Schoolwide campuses. All of our teachers and aides on these two campuses are highly qualified. Local funds were used to enhance technology use by students and teachers. Title I funds are used to pay highly qualified campus staff, purchase technology software and supply the students and teachers with additional supplies and materials. In Title I:

- 493 students were served in 2015-2016
- 461 students were served in 2014-2015
- 406 students were served in 2013-2014
- 421 students were served in 2012-2013
- 433 students were served in 2011-2012

Migrant/Homeless (Disaggregation of PEIMS Student Data)

In 2014-15 New Waverly ISD identified no Migrant students. Identified students receive needed supplies, clothing, etc. We update our records to complete the required reports, and send to ESC6 on a monthly basis.

- 17 students were identified as homeless in 2015-16
- 18 students were identified as homeless in 2014-15
- 11 students were identified as homeless in 2013-14

Dyslexia (LEA Data)

The District has a trained dyslexia specialist who provides intense interventions to identified students. These students are served weekly by the dyslexia specialist. In addition to the students who were identified as dyslexia, our program serves additional students who exhibit characteristics of dyslexia. Based on local LEA records & PEIMS EDIT:

- 63 students are currently receiving direct services from the program in 2015-2016
- 59 students are currently receiving direct services from the program in 2014-2015
- 48 students received direct services from the program in 2013-2014
- 39 students received direct services from the program in 2012-2013
- 30 students received services from the program in 2011-2012

The dyslexia program has grown over the past few years. We have seen many students benefit from the program—however it is clear that we need to continually update our program as more and more students are served by it.

State Compensatory Ed (Disaggregation of PEIMS Student Data)

In New Waverly ISD, State Compensatory Ed funds are used to provide supplemental interventions. We have a District-Wide At-Risk Coordinator and aides on all four campuses. Funds are also used for staffing, supplies and materials. According to Disaggregation of PEIMS Student Data:

- 295 students were identified as At-Risk in 2015-2016
- 379 students were identified as At-Risk in 2014-2015
- 356 students were identified as At-Risk in 2013-2014
- 299 students were identified as At-Risk in 2012-2013
- 341 students were identified as At-Risk in 2011-2012

The drop for 2015-16 was due to not coding prekindergarten students as at-risk.

Career & Technology Education (PEIMS 169)

New Waverly ISD continues to provide a variety of CATE classes. Carl Perkins funds are sent to ESC6 and dispensed to our District for needed supplies and materials. The Career and Technology Education program has slightly increased in student participation.

- 270 students participated in CATE classes in 2015-2016
- 252 students participated in CATE classes in 2014-2015
- 232 students participated in CATE classes in 2013-2014
- 229 students participated in CATE classes in 2012-2013
- 259 students participated in CATE classes in 2011-2012

Enrollment Projection (Local LEA Data)

New Waverly ISD reviews the enrollment numbers at the end of each school year. Projections are made for the following year based on past growth trends.

- 990 students were officially enrolled in 2015-2016
- 955 students were officially enrolled in 2014-2015
- 902 students were officially enrolled in 2013-2014
- 889 students were officially enrolled in 2012-2013
- 927 students were officially enrolled in 2011-2012

Identified Strengths:

1. Good coordination between our Special Education Department and regular education components.
2. A culturally diverse student population.
3. Identifying students that are at-risk or homeless and providing appropriate services.
4. Identifying and serving more students that struggle with dyslexia.

Identified Needs:

- 1A. Increase student attendance rates.
- 2A. Look into alternate ways to meet students' graduation requirements in lieu of students dropping out of school.
- 3A. Recruit more teachers with Bilingual/ESL certification or help current teachers to obtain ESL certification to meet enrollment trends.
- 4A. Look for ways to increase CTE offerings and increase enrollment in CTE programs.
- 5A. Improve the vocational transition for special education students in the high school to prepare these students for life after school.
- 6A. Continue to evaluate the GT programs district wide. Also, seek out and review successful programs to get ideas for improvement locally.
- 7A. Research the need for additional facilities bases on student/community increase.

STUDENT ACHIEVEMENT

Student Achievement – Texas Academic Performance Report (TAPR, formerly known as AEIS)

During the 2015-16 year, grades 3 – 8 participated in STAAR. The High School, grades 9-11, participated in STAAR EOC. In most cases, the District scored at or above the State average. The 2015-2016 Tests are scheduled to be administered in April and May 2016 and the results were not available at the time of the CNA meeting, but have since been added. The results will be updated based on the TRPR for 2016 when published.

STAAR

Grade/STAAR Assessment	2014			2015			2016		
	District	State	Diff	District	State	Diff	District	State	Diff
3rd Grade Reading	81%	76%	5%	89%	77%	12%	79%	72%	7%
3rd Grade Math	63%	71%	-8%	84%	74%	7%	80%	74%	6%
4th Grade Reading	95%	74%	21%	83%	74%	9%	81%	74%	7%
4th Grade Math	63%	71%	-8%	75%	70%	5%	75%	72%	3%
4th Grade Writing	85%	73%	12%	80%	70%	10%	85%	67%	18%
5th Grade Reading	100%	86%	14%	95%	87%	8%	84%	72%	12%
5th Grade Math	98%	88%	10%	79%	75%	4%	89%	76%	13%
5th Grade Science	91%	74%	17%	80%	72%	8%	88%	72%	16%
6th Grade Reading	84%	78%	6%	75%	77%	-2%	62%	68%	-6%
6th Grade Math	81%	79%	2%	77%	72%	5%	61%	71%	-10%
7th Grade Reading	78%	76%	2%	70%	76%	-6%	59%	69%	-10%
7th Grade Math	66%	68%	-2%	74%	68%	6%	72%	67%	5%
7th Grade Writing	80%	72%	8%	66%	73%	-7%	71%	67%	4%
8th Grade Reading	93%	90%	3%	94%	88%	6%	86%	79%	7%
8th Grade Math	91%	86%	5%	77%	71%	6%	65%	69%	-4%
8th Grade Science	62%	72%	-10%	66%	77%	-9%	70%	73%	-3%
8th Grade Social Studies	36%	63%	-27%	51%	65%	-14%	54%	61%	-7%
EOC English I	79%	67%	12%	79%	71%	8%	76%	68%	8%
EOC English II	83%	69%	14%	81%	72%	9%	81%	72%	9%
EOC Algebra I	87%	80%	7%	89%	81%	8%	87%	82%	5%
EOC US History	90%	92%	-2%	94%	91%	3%	97%	92%	5%
EOC Biology	96%	89%	7%	94%	91%	3%	89%	89%	0%

PBMAS (Performance-Based Monitoring Analysis System –Special Education)

The data was based on data submitted to the Texas Education Agency during the 2014-2015 school year. The district rated at Stage 1 (meaning that a PBMAS plan was to be constructed that contained a needs assessment and a continuous improvement plan). New Waverly ISD was cited for Special Education in the following areas:

INDICATOR	NWISD RATE	PBMAS STANDARD
1. SPED STAAR 3-8 PASSING RATE (MATHMATICS)	23.8	70-100
1. SPED STAAR 3-8 PASSING RATE (READING)	26.2	70-100
6. SPED REGULAR CLASS >=80% (AGES 6-11)	48.8	70-100
8. SPED REGULAR CLASS >=80% (AGES 12-21)	42.6	70-100
13. SPED REPRESENTATION	10.4	0-8.5
14. SPED AFRICAN AMERICAN (NOT HISPANIC) REPRSENTATION (DIFF)	5.4	0-1
18. SPED DISCRETIONARY OSS PLACEMENTS (DIFF)	44.1	0-10
19. SPED DISCRETIONARY OSS PLACEMENTS	9.2	0-6

New Waverly ISD will had a separate committee that met to address the needs of the PBMAS. That committee conducted its own CNA and developed a plan as well. The concerns were addressed and a plan incorporated into the District Improvement Plan.

TPRI (Local TPRI Results)

At the lower level, non-STAAR grade levels, the TPRI (Texas Primary Reading Inventory) was given at the beginning, middle and end of the year, to assess the academic performance of all Kindergarten, First and Second grade students. This process is monitored by a Master Reading Teacher, who also serves as the Dyslexia Specialist.

NWES uses the TPRI to screen and assess students in order to identify students likely to need early intervention for success in reading, as well as acknowledge those students who are likely to read successfully without extra assistance.

Kindergarten

2011-2012	BOY	MOY	EOY
Screening	58% SD	Not reassessed	30% SD
Letter Sound Link	37% SD	9% SD	7% SD
Listening Comp.	47% SD	14% SD	5% SD
2012-2013	BOY	MOY	EOY
Screening	65% SD	Not reassessed	16% SD
Letter Sound Link	32% SD	11% SD	3% SD
Listening Comp.	32% SD	13% SD	3% SD
2013-2014	BOY	MOY	EOY
Screening	60% SD	Not reassessed	15% SD
Letter Sound Link	28% SD	12% SD	4% SD
Listening Comp.	38% SD	22% SD	15% SD
2014-2015	BOY	MOY	EOY
Screening	50% SD	Not reassessed	15% SD
Letter Sound Link	26% SD	8 % SD	1% SD
Listening Comp.	23% SD	17 % SD	7% SD
2015-2016	BOY	MOY	EOY
Screening	45% SD	Not reassessed	20% SD

Letter Sound Link	26% SD	12 % SD	1% SD
Listening Comp.	32% SD	13 % SD	12% SD

First Grade

2011-2012	BOY	MOY	EOY
Screening	56% SD	Not reassessed	27% SD
Comprehension SD on Both Stories	74% SD	32% SD	27% SD
Comprehension SD on One Story	13% SD	29% SD	29% SD
Fluency: 20-49 wpm	19%	39%	38%
Fluency : 60+wpm	6%	19%	38%
2012-2013	BOY	MOY	EOY
Screening	61% SD	Not reassessed	43% SD
Comprehension SD on Both Stories	70% SD	27% SD	20% SD
Comprehension SD on One Story	15% SD	27% SD	30% SD
Fluency: 20-49 wpm	20%	40%	24%
Fluency : 60 +wpm	3%	25%	48%
2013-2014	BOY	MOY	EOY
Screening	57% SD	Not reassessed	26% SD
Comprehension SD on Both Stories	75% SD	36% SD	30% SD
Comprehension SD on One Story	13% SD	37% SD	42% SD
Fluency: 20-49 wpm	22%	34%	33%
Fluency : 60 +wpm	1%	19%	38%
2014-2015	BOY	MOY	EOY
Screening	54% SD	Not reassessed	40% SD
Comprehension SD on Both Stories	80% SD	31% SD	26% SD
Comprehension SD on One Story	7% SD	37% SD	39% SD
Fluency: 20-49 wpm	17%	39%	35%
Fluency : 60 +wpm	6%	22%	30%
2015-2016	BOY	MOY	EOY
Screening	49% SD	Not reassessed	26% SD
Comprehension SD on Both Stories	76% SD	28% SD	19% SD
Comprehension SD on One Story	7% SD	34% SD	23% SD
Fluency: 20-49 wpm	13%	41%	27%
Fluency : 60 +wpm	9%	21%	41%

Second Grade

2011-2012	BOY	MOY	EOY
Screening	44% SD	Not reassessed	Not reassessed
Comprehension SD on Both Stories	24% SD	24% SD	9% SD
Comprehension SD on One Story	16% SD	29% SD	14% SD
Fluency: 0-49wpm	23%	17%	5%
Fluency: 50-69 wpm	29%	25%	23%
Fluency: 70-89 wpm	18%	31%	21%
Fluency: 90+ wpm	8%	10%	41%
2012-2013	BOY	MOY	EOY
Screening	57% SD	Not reassessed	Not reassessed
Comprehension SD on Both Stories	34% SD	21% SD	12% SD
Comprehension SD on One Story	30% SD	50% SD	9% SD
Fluency: 0-49 wpm	38%	26%	14%
Fluency: 50-69 wpm	20%	34%	22%
Fluency: 70-89 wpm	8%	19%	23%
Fluency: 90+ wpm	7%	16%	36%
2013-2014	BOY	MOY	EOY
Screening	49% SD	Not reassessed	Not reassessed
Comprehension SD on Both Stories	23% SD	32% SD	13% SD
Comprehension SD on One Story	26% SD	38% SD	18% SD
Fluency: 0-49 wpm	32%	16%	7%
Fluency: 50-69 wpm	28%	23%	13%
Fluency: 70-89 wpm	12%	29%	27%
Fluency: 90+ wpm	9%	21%	42%
2014-2015	BOY	MOY	EOY
Screening	51% SD	Not reassessed	Not reassessed
Comprehension SD on Both Stories	30% SD	23% SD	10% SD
Comprehension SD on One Story	27% SD	57% SD	29% SD
Fluency: 0-49 wpm	36%	21%	14%
Fluency: 50-69 wpm	24%	29%	22%
Fluency: 70-89 wpm	10%	24%	25%
Fluency: 90+ wpm	4%	13%	34%
2015-2016	BOY	MOY	EOY
Screening	57% SD	Not reassessed	Not reassessed
Comprehension SD on Both Stories	43% SD	29% SD	11% SD
Comprehension SD on One Story	21% SD	38% SD	17% SD
Fluency: 0-49 wpm	40%	21%	9%
Fluency: 50-69 wpm	10%	28%	38%
Fluency: 70-89 wpm	9%	26%	16%
Fluency: 90+ wpm	7%	9%	27%

(BOY-Beginning of Year, MOY-Middle of Year, EOY-End of Year)

(SD-Still Developing)

(wpm – words read correctly per minute)

*While the EOY fluency rate (60 wpm 1st, 90 wpm 2nd, and 120 wpm 3rd) is a useful standard, it should never be used as the sole criteria for determining a student's level of skill/risk.

Elementary teachers participate annually in staff development sessions to review the assessment administration and interpretation of data obtained from the TPRI. Other programs implemented to increase TPRI scores include:

- Incorporating Scientific Spelling strategies to reinforce phonetic reading patterns and rules.
- Increasing the use of the Read Naturally Program and implementing a tracking system for students to show progress throughout use of the program.
- Encouraging parent involvement in reading practice at home with the reading program. This program sets short and long term goals for reading practice at student’s individual reading levels in order to promote fluency, comprehension, and vocabulary skills.
- Students determined at-risk will receive structured, research based intervention instruction from Title I assistants and small group instruction from classroom teachers. Students will receive assistance in SD areas of phonemic and graphophonemic awareness, decoding and word attack skills (phonics), vocabulary development, fluency, listening and reading comprehension.

TELPAS (State TELPAS Results)

In New Waverly ISD, the ELL (English Language Learner) students have continued to demonstrate progress on TELPAS. The chart below is a five (5) year comparison of composite ratings (numbers in each column represent percentages):

Year/Grades	Beginning	Intermediate	Advanced	Advanced-High
2015-16 Grades K-2	0	25	50	25
2015-16 Grades 3-12	12	12	48	28
2014-15 Grades K-2	0	27	45	27
2014-15 Grades 3-12	7	13	40	40
2013-14 Grades K-2	11	33	44	11
2013-14 Grades 3-12	0	10	55	35
2012-13 Grades K-2	0	0	56	44
2012-13 Grades 3-12	0	6	38	56
2011-12 Grades K-2	0	10	30	60
2011-12 Grades 3-12	0	13	62	25

We are currently serving 36 ELL students throughout the district. Three of these students are in prekindergarten and one student was not enrolled at the time of TELPAS testing. Eleven ELL students are in grades kindergarten through second. Fifteen of these students are in grades third through twelfth. In general, our ELL students seem to progress well in their TELPAS proficiency level. For our student in grades K-2, 57% of the students advanced at least one proficiency level in their composite rating. For student in grades 3-12, 40% advanced at least one proficiency level in their composite rating.

SAT/ACT Scores (TAPR Report)

New Waverly ISD has made efforts to increase the college readiness of students by encouraging more students to take part in SAT/ACT testing.

Class of Year	Percentage Tested	Average SAT Score	Average ACT Score
2014	49.0%	1367	20.1
2013	75.0%	1349	19.8
2012	77.5%	1489	19.6
2011	59.6%	N/A	18.9
2010	59.3%	1118	20.6

We hope to see the scores grow as we continue to add new programs and more students into our dual credit and PRE-AP/AP classes.

Dual Credit/Pre AP/AP (HIGH SCHOOL DATA)

New Waverly ISD has entered into several new agreements with universities and virtual school networks to allow for more dual credit courses. We have also attempted to get more students involved early on in their high school career.

COURSE	2015-16		2014-15		2013-14		2012-13		2011-12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
PRE CALC Pre-Calculus	12	12	19	20	23	22	19	19	24	24
AP CALC AB AP Calculus	4	4	5	5	2	2	3	3	6	6
DUAL CREDIT ENGLISH IV	0	0	0	0	1	1	7	2	7	7
DUAL CREDIT ENGLISH III	9	8	0	0	1	1	3	4	N/A	
PHYSICS Physics	45	46	42	42	55	49	40	37	64	63
AP ENGL Pre-AP Eng 1	18	19	15	15	14	11	19	18	19	19
APENGLIT Pre-AP Eng 2	15	17	10	10	16	17	18	18	12	10
APENGINT AP Eng 3	0	0	20	21	14	14	8	8	8	7
APENGLIT AP Eng 4	13	13	10	9	5	5			Not Offered	
AP-BIO AP Biology	9	9	20	19	9	9	17	16	19	17
HONORS ENGLISH 4	0	0	0	0					Not Offered	
DUAL CREDIT Sociology		5								
DUAL CREDIT US History	8	7								
DUAL CREDIT Government	6									
DUAL CREDIT Psychology	4									

We will transition into more dual credit courses to assist students with post-secondary readiness.

Federal Report Card (Formerly AYP)

During 2014-15, New Waverly ISD did not meet the target rate of 60% (set by the State of Texas) for African American students taking social studies tests and for special education students taking the reading tests. When System Safeguards are missed, a separate CNA is established to address the immediate needs and then establishes goals and objectives within the District Improvement Plan to fulfill these needs.

Tutorials (Sign-In Sheets)

New Waverly ISD offers regular tutorials two (2) times a week. Parents are responsible for transportation home. Mandatory tutoring is also offered two (2) times a week. These tutorials are required for students in danger of failing STAAR. The District provides transportation home for mandatory tutoring. State Compensatory Education and Local Funds are used to provide these tutorials.

Identified Strengths:

1. Students passing percentage was higher than the state average in all grades for all subjects, reading, mathematics, and science on the STAAR tests in 2014-15.
2. Students passing percentage was higher than the state average on all STAAR EOC tests for 2014-15.
3. Students continue to demonstrate progress on TELPAS and most students are completely English fluent within a 3 year period.
4. A large percentage of ELL students scoring Advanced and Advanced High on TELPAS.

Identified Needs:

- 1B. Continue to focus on all subgroups on the STAAR tests.
- 2B. Provide information to parents and offer more incentives to encourage students to take Dual Credit courses.
- 3B. Improve understanding of Social Studies TEKS. We missed safeguards for Social Studies for African American students.
- 4B. Continue to address Mathematics at all grade levels to improve understanding of the new TEKS. Students struggled on the 2015 STAAR Mathematics tests in most grade levels and subgroups.
- 5B. Monitor the EOY results for TPRI in grades kindergarten through third grades and work towards raising the percentage of students reading on grade level.
- 6B. Increase the number of ESL certified teachers in all academic areas, including special education.
- 7B. Lower and/or maintain a lower student-to-staff ratio in mathematics for all grade levels.
- 8B. Provide training for our ESL teachers.
- 9B. Increase SAT and ACT scores.
- 10B. Emphasize subject area when “not required” to pass state exam to be promoted.
- 11B. Designated time for student-teacher academic consultation.
- 12B. Reading specialist teacher based on the number of students, the TPRI (Texas Primary Reading Inventory) and STAAR Reading results.
- 13B. Improve 4th and 7th grade writing through providing students life experiences and providing teacher training opportunities.
- 14B. Continue science curriculum staff development through ESC6.
- 15B. Provide more ESL services for 2nd and 3rd grade LEP students.

SCHOOL CULTURE AND CLIMATE

Facilities (Walk-Throughs, School Safety Audits)

The Superintendent and Principals completed walkthroughs and determined the following: there were many strengths noted in the district facilities: all current facilities are properly maintained by dedicated maintenance staff; new campuses provide for a diverse learning environment.

Disciplinary Infractions (PEIMS 425)

Based on Student Disciplinary Action Summary/PEIMS 425 records the following was found:

- There were 623 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2014-15.
- There were 990 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2013-14.
- There were 816 minor disciplinary infractions, 0 infractions punishable as a felony, and no terroristic threats during 2012-2013
- There were 659 minor disciplinary infractions, 3 infractions punishable as a felony, and no terroristic threats during the 2011-2012
- There were 736 minor disciplinary infractions, 1 infraction punishable as a felony, and 3 terroristic threats during 2010-2011
- There were 1063 minor disciplinary infractions and 1 infraction punishable as a felony during 2009-2010

There was an increase in disciplinary infractions during 2013-14. The reason for increase has been attributed to an increase in bus infractions and infractions related to students not completing work. Also, an increase student population from move-ins.

Identified Strengths:

1. Clear expectations for student behaviors.
2. Encourages students and staff to do their best.
3. Rules are known.

Identified Needs:

- 1C. Establish a consistent approach to behavior management. We need develop ways to ensure that all discipline is administered fairly and consistently to all students regardless of academic level.
- 2C. Continue to monitor the facilities and upgrade as needed and as funds become available.
- 3C. Target Bullying Education on each campus with a focus on character traits, diversity and compassion.
- 4C. Develop methods to improve student interpersonal relationships between student/student and student/adult. (respect and boundaries for student/teacher; appropriate conversations/relations)
- 5C. Educate parents and students on the importance of homework.
- 6C. Improve cleaning procedures and inspections to ensure facilities are a clean and safe learning environment.
- 7C. Provide in-service in targeted areas regarding students for district staff.
- 8C. Building maintenance/pride/presentation.

STAFF QUALITY, RECRUITMENT AND RETENTION

Staffing Patterns (HQ Report)

New Waverly ISD currently has 100% highly qualified teachers and paraprofessional in the district. Our plan is to advertise only with sources that utilize highly qualified teachers. This consists of universities and approved programs through region centers. Our recruiting will occur at job fairs on accredited college campuses.

Staffing Retention (HQ Report, In-service Agendas, Teacher surveys)

New Waverly ISD works to retain teachers by providing ongoing, continuous professional development. Teachers prioritize training needs through surveys, and are allowed to choose between many offerings of development as provided by Regional Service Centers. We also attempt to lower class sizes through grants and funding whenever legally permissible.

Staff Development Needs (LEA Survey)

New Waverly ISD sends out a Staff Development Survey at the end of each school year. The top 2 district needs are covered during August District In-service. The top 2 campus needs are covered on the individual campuses. With the use of LEA and IDEA Funds, administrators and staff (teachers and aides) are given the opportunity to attend summer workshops at ESC6 and the surrounding area focusing on individual needs.

Identified Strengths:

1. Good student to staff relations.
2. Improved parent, student and staff input through surveys for planning purposes.
3. Staff members encourage students.
4. Hallways are safe.
5. Communication with parents.
6. Students are taught expectations.
7. Parents are welcomed.

Identified Needs:

- 1D. Provide incentives and training to encourage our teachers to remain employed in our district.
- 2D. Continue to recruit highly qualified candidates in special need areas through a variety of postings and career fairs.
- 3D. Retain highly qualified teachers in all core areas and in Spanish.
- 4D. Develop nonmonetary incentives to boost teacher morale. (Example: Reserved parking for Teacher of the Month.)
- 5D. Improve staff-to-staff relations.
- 6D. Develop a plan to address teacher/staff salaries to assist with recruitment and retention of highly qualified teachers/staff.
- 7D. Recruit faculty/staff that match the diversity of the student population.
- 8D. Train teachers and staff to be consistent in dealing with student discipline issues.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum (Sign-In Sheets)

New Waverly ISD teachers meet each summer or during in-service to realign core subject curriculum. Individual campuses meet throughout the school year to make adjustments as needs are identified.

Reform Strategies (Team Agendas)

The Superintendent, Assistant Superintendent and Campus Principals meet at least once a month to discuss student progress, staffing, facilities, programs etc. At least two times a year, students are discussed individually or progress towards assessment goals at an administrative meeting between the principal, superintendent and assistant superintendent.

Identified Strengths:

1. Students passing percentage was higher than the state average in all grades for all subjects, reading, mathematics, and science on the STAAR tests in 2014-15.
2. Students passing percentage was higher than the state average on all STAAR EOC tests for 2014-15.

Identified Needs:

- 1E. Continue Administrative Meetings (A Team) on a regular basis to discuss current issues and needs. Student progress will also be monitored at these meetings.
- 2E. Utilize STAAR, TPRI, and TELPAS results to improve quality of instruction and align current curriculum with the State Assessment Instruments.
- 3E. Continue to use on-line resources and college partnerships to enhance college readiness skills and student success.
- 4E. Continue to evaluate programs that are directly related to curriculum and instruction.
- 5E. Campus administrators need to build a strong curriculum base for new faculty and staff.
- 6E. Explore ways to improve students understanding and application of mathematic TEKS.
- 7E. Continue to lower student to teacher ratio.
- 8E. Provide training opportunities to improve students' writing abilities.

FAMILY AND COMMUNITY INVOLVEMENT

Transition (Local LEA Data)

New Waverly ISD provides a transitional process on each of its campuses. The Elementary Campus holds a Prekindergarten/Kindergarten Round-Up at the end of each school year. This parent/school meeting is used to acclimate students and parents to the public school system. The Intermediate, Junior High, and High School Campuses hold campus tours for students during the school day and parent/student meetings in the evenings.

Parent & Community Involvement: (Observation, Sign-In Sheets, Parent Surveys)

New Waverly ISD runs many district and campus wide programs to increase parental involvement. Parents, grandparents, and community individuals regularly attend and/or participate in the student mentoring program, PTO, Grandparents Day, Donuts with Dad, Muffins with Moms, Open House, pep rallies, booster clubs, reading program, Color Run, Bike Rodeo, multicultural programs and sporting events.

Additionally, the district conducts an Effective Schools parent survey annually; results are disseminated to the Comprehensive Needs committee and the individual districts. The survey yielded results for over forty questions.

The five areas of greatest strength were:

95.41% of respondents agree that the school has high academic standards for their children.

94.50% of respondents agree that teachers in the school want to help their children to learn.

94.95% of respondents agree that they receive information from the school through paper correspondence sent home, emails, phone calls and by the remind texting system.

96.34% of respondents agree they received a student handbook or went the school website to review school rules and consequences.

96.33% of respondents agree that their children understands the rules of the school.

The five areas of concern were:

25.23% of respondents disagree with the statement that children are being served a nutritious meal at school.

22.58% of respondents disagree that the teachers regularly inform them about their children's progress and specific areas needing improvement.

21.11% of respondents disagree that the school is neat, clean and well maintained.

15.13% of respondents disagree that they have received information about what the school expects their child to learn.

38.54% of respondents disagree that they have had a parent-teacher conference this year.

Identified Strength:

1. Good job of teaching school rules.
2. Students and parents understand the overall purpose of the school.
3. Safe place for its students.
4. Great job in encouraging student to be responsible and successful.

Identified Needs:

- 1F. Involve parents and the community in all aspects of the school system.
- 2F. Make a concentrated effort to ensure that to that all consequences match the infractions, including students with disabilities.
- 3F. Notify parents of academic and disciplinary progress. Currently, every student in attendance receives 3 week progress reports and 6 week report cards. Therefore, parents are notified every 3 weeks of student progress.
- 4F. Increase communication with parents/community.
- 5F. Improve quality of the nutrition program in the cafeterias.
- 6F. Improve the appearance and cleanliness of the facilities.

SCHOOL CONTEXT AND ORGANIZATION

New Waverly ISD consists of four (4) campuses:

- New Waverly High School (grades 9-12)
- New Waverly Junior High School (grades 6-8)
- New Waverly Intermediate School (grades 4-5)
- New Waverly Elementary School (grades EE-3)

Two campuses are Title I Schoolwide campuses (NWES & NWIS) and their Campus Plans include the ten (10) components of a Title I, Part A Schoolwide Program.

Planning/Budgeting (A Team Agenda)

New Waverly ISD meets with the A-Team (Superintendent, Assistant Superintendent, Directors and Principals) to assess facilities and instructional needs at the District and Campus levels. Funds are allocated based on campus enrollment and instructional needs. The Board of Education and the Superintendent plan the yearly budget. The A Team also reviews the District Improvement Plan periodically to make necessary adjustments to the strategies to help the district meet the overall needs of the students.

Decision-Making Process

New Waverly ISD utilizes a Comprehensive Needs Assessment Committee to review the overall needs of the district. The CNA is composed of teachers, administrators and parents. During this process, the CNA committee reviews the eight categories of the Comprehensive Needs Assessment. In addition the CNA also completes a program evaluation of the No Child Left Behind (NCLB) program. During NCLB program evaluation, the following programs were evaluated:

- Parent Involvement and Policy
- Title II, Part A - Teacher Training and Recruiting
- Title I, Part A - Improving Basic Programs
- State Compensatory Education (this is not Federal, but is still part of the NCLB evaluation)
- Title I, Part C - Migrant Education Program
- Title III, Part A - Limited English Proficient

During this program evaluation, the CNA committee will list strengths and weaknesses of the program. These strengths and weakness are added into the CNA in the applicable sections.

The CNA also evaluated the school district in for the Community and Student Engagement assessment. School districts are required to complete a self-assessment and assign a performance level for each campus and the district. The CNA evaluated New Waverly ISD's overall performance in the following areas:

- Fine Arts
- Wellness and Physical Education
- Community and Parental Involvement
- 21st Century Workforce Development
- 2nd Language Acquisition
- Digital Learning Environment
- Dropout Prevention Strategies
- Educational Programs for Gifted and Talented Students
- Compliance and Policy Reporting Requirements

After each category is evaluated, the committee assigned ratings for each and then an overall rating for the district. The rating information for the district will be loaded into the New Waverly ISD's PEIMS system and uploaded during the summer submission to TEA.

The next step in the Decision-Making Process is to pass the CNA information to the District Improvement Plan

committee. The DIP committee will develop goals and objectives to present to the School Board. Within the District Improvement Plan, the committee will also develop strategies that will help to address the overall needs of the district. The DIP committee is composed of teachers, administrators, parents, and community members.

Communication: Formal and Informal

Through the Effective Schools Survey for 2016, the following were noted concerning communication.

Percentage	Agree/Disagree	Statement
15.13%	Disagree	I receive information about what this school expects students to learn.
12.84%	Disagree	Teachers let my child know on a regular basis how he/she is doing in school.
22.58%	Disagree	Teachers regularly inform me about my child’s progress and specific areas needing improvement.
5.51%	Disagree	Parents are invited to attend open house, awards programs, student performance activities and parent information meetings.
4.13%	Disagree	I have received information from the school through paper correspondence sent home, emails, phone calls, and by remind texting system.
23.85%	Did not know	I know parents and community members are involved in school decisions through advisory committees. If you would like to be part of this process, please contact your school office. Meetings are generally held during the day.

Changing the wording for the last three questions noted, dramatically dropped the percentages.

Identified Strengths:

1. Made great strides to reduce energy consumption.
2. Strong parent involvement at the elementary campus.

Summary of Identified Needs:

- 1G. Continue to reduce electricity consumption through awareness.
- 2G. Develop a long-range plan to address future student growth.
- 3G. Seek additional funding sources through grants and aides to improve programs.
- 4G. Increase school safety.
- 5G. Explore other avenues of communicating with all stakeholders.
- 6G. Training for mentor teachers and the possibility of a stipend.
- 7G. Consider the need for additional counseling personnel.
- 8G. Recruiting and hiring of HQ diverse staff and teachers.

TECHNOLOGY

Technology (Eighth Grade TA Assessment, Campus STaR Charts)

New Waverly ISD is committed to providing the skills and training necessary for our students to become active members in a global society. To do this, we must go beyond just teaching skills in reading, writing, science, and math. Technology has become an integral part of every student's education; not only as skills for the future, but as tools for enhancing all parts of learning. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. All of our classrooms have at least one (1) computers and 100% of our core classes have the Smart Board (or similar technology). The Technology Committee did the annual evaluation and found the following:

Each school year, the campus and district STaR Charts are examined. The STaR Charts are official documents submitted by teachers and administrators where 4 areas are evaluated: Teaching/learning, Educator Preparation, Leadership support, and Infrastructure. There are 4 areas or ranking: Early Tech, Developing Tech, Advanced Tech, and Target Tech.

- In 2015-16 the Intermediate campus was found to be rated at Advanced Tech; the Elementary, the Junior High and High School were found to be in the Developing Tech category.
- In 2014-2015 the Intermediate campus was found to be rated at Advanced Tech; the Elementary, the Junior High and High School were found to be in the Developing Tech category.
- In 2013-2014 the Intermediate campus was found to be rated at Advanced Tech; the Elementary, the Junior High and High School were found to be in the Developing Tech category.

Identified Strengths:

1. 6th grade technology class.
2. Good base of instructional technology in classrooms throughout the district.

Identified Needs:

- 1H. Continue to strive to meet the needs of all students by providing up-to-date hardware, software, and infrastructure as it becomes available.
- 2H. Continue to move campuses to higher levels on Texas STaR Chart assessments through professional development.
- 3H. Continue to use technology resources to improve communication and to involve parents, students and staff.
- 4H. Provide training to teachers and staff to help use our technology as a daily resource.
- 5H. Move non-technology classes out of computer lab at NWJH.
- 6H. Technology teacher at NWJH.