

	<i>Gifted/Talented Programs</i>	<i>Wellness and Physical Education</i>	<i>2nd Language Acquisition Programs</i>	<i>Community and Parent Involvement</i>	<i>21st Century Workforce Development</i>	<i>Digital Learning Environment</i>	<i>Dropout Prevention Strategies</i>	<i>Fine Arts</i>	<i>History of Compliance</i>
	<i>Gruwell</i>	<i>Schwind</i>	<i>Arteritano</i>	<i>Villarreal</i>	<i>Ferguson</i>	<i>Jones</i>	<i>Kaminski</i>	<i>Vise</i>	<i>Rychel</i>
Area 1: Curriculum/Instruction/Program Delivery (DIP Goal 1)	<i>Gifted and Talented Curriculum: Facilitating Depth and Complexity through Differentiation within the Foundational Curriculum</i>	<i>Fitness gram results</i>	<i>Number of dual language participants in NBISD</i>	<i>Opportunities for parents, grandparents and others to assist students in academic progress.</i>	<i>Number of CTE students participating in apprenticeships, internships, job training/shadowing, earning licensures and certifications, and enrollment in work based learning or practicum courses.</i>	<i>Percentage of Instructional Material Allotment budget spent on technology hardware for the classroom.</i>	<i>Updating and utilizing of student profile, At Risk Information Screen in Database</i>	<i>Successful participation in UIL and TMEA music contests, UIL OAP contests, VASE, and DEAL contests</i>	<i>State assessments are administered without significant testing incidents</i>
	<i>Student Products/ Presentations: Pull out and Elective Opportunities</i>	<i>Participation in required district programs: CATCH, Worth the Wait, Oral Health, CPR/AED</i>			<i>Students participate in dual credit opportunities through Alamo Colleges to earn college credit</i>	<i>Percentage of students with Google Apps accounts being used</i>		<i>Percentage of students by campus completing fine arts courses beyond the one credit mandate.</i>	<i>Fitnessgram is conducted and reported on time</i>
		<i>Health screening (hearing, vision, height/weight, TRAT2DC, dental, spinal curvature)</i>			<i>Scholarships awarded to students.</i>	<i>Percentage of students participating in Distance Learning opportunities including V-Tel</i>		<i>Student participation in events that promote cultural awareness and education</i>	<i>Health screenings (hearing, vision, dental, spinal curvature)</i>
						<i>Number of students in state-offered software (iStation, Think Thru Math, etc.)</i>		<i>Evidence of student artwork on display in all school facilities. Participation in school and district wide art show.</i>	<i>Student access to sufficient graphing calculators and dictionaries for state assessment purposes</i>
						<i>Ratio of student to technology device</i>			
	<i>Gifted and Talented Parent/Community Opportunities</i>	<i>Number of health and wellness programs campus and/or district offers.</i>	<i>100% of campuses across the district offer these events.</i>	<i>Percent of Student Body with a family member represented in a parent-support organization</i>	<i>Secondary college, career, and elective fairs, elementary career days and career counseling is accessible for NBISD students in grades K-12.</i>	<i>Number of parent trainings offered for TEC21 initiative</i>	<i>Mentoring/tutoring offered to At Risk students in need of social/academic support</i>	<i>Student involvement in community based fine arts programs including public concerts, recitals, festivals, and plays (includes school sponsored and individual student participation</i>	<i>Participation in free vaccination clinics</i>

Area 2: Community and Family Involvement (DIP Goal 2)		Compliance with annual SHAC requirements and report to Board of Trustees		Percent of students participating in community service activities, secondary only		Parents have opportunities to complete surveys		Fine Arts student experience with or exposure to professional level visual art, music, dance, and dramatic performance	TEA prepared "school report cards" sent to parents in timely manner
				Level of utilization of community resources/people to provide mentors and volunteers					
				Percent of student body with a family member providing active campus support.					
				Level of community and business partnership support.					
	Equitable and Consistent Identification Practices	Availability of school nurses, counselors, and social workers.	70% or more of ELLs make progress and surpassed attainment on the TELPAS.		Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments	Federal reimbursement in a timely manner of eligible services	Student discipline records, number of times students have been referred to ISS or DAEP		Notices given regarding immunizations
	Improvement Plans	Number of forced administrative withdrawals due to noncompliance with immunization requirements	30% or more of ELLs make progress and surpassed attainment on the TELPAS.		CTE Student Organizations (CTSOs) are active and focused on activities that are related to CTE programs. Enrollment in course vs. membership in CTSSO.	Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments	Availability of school counselors/ At Risk Prevention Staff to At Risk student		Required forced administrative withdrawals due to noncompliance with immunization requirements
		Campus Improvement Plan includes wellness and PE strategies.	70% or more of ELLs make progress and surpassed attainment on the TELPAS.				CSR-Confidential Student Report- review annually to determine appropriate intervention classes.		Compliance with USDA nutrition requirements for NSLP
			100% of LPAC decisions are documented and implemented.				Review conducted for At Risk students targeted for truancy prevention due to high absence rates		Participation in F/RPM Programs, summer food programs
			PBMAS 0				Dropout Rate- 1% -2% = 3 2.1% - 2.5% = 2 2.6% - 3% = 1 point 3.1% - higher = 0		Compliance with annual SHAC report to local school board

Area 3: Program/Service Compliance (DIP Goal 3)										<i>PID errors corrected</i>
										<i>Improvement plans (campus and district) that include each component required by statute</i>
										<i>Required postings to web site in timely manner</i>
										<i>Accountability notices sent home with first report cards</i>
										<i>Grant and/or federal funds expended in a timely manner and as provided for in grant application, inclusive of any amendments</i>
										<i>Staff evaluations completed by district deadlines</i>
										<i>IEP Implemented and documented for each Special Education student</i>
										<i>Personal Graduation Plans (PGP's) with Endorsement established for each student prior to 9th grade, entered into Career Cruising (signature by parent due before end of 9th grade year)</i>
										<i>504 committee and plan implementation at each campus</i>
										<i>Home language surveys completed, on file in student cumulative folder (one only)</i>
									<i>Low levels of risk in PBMAS data validation measures related to student discipline</i>	

Area 4: Training/Professional Development (DIP Goal 3)	<i>Training/Professional Development of Responsible Parties (teachers, counselors, administrators, committee members, board of trustees)</i>	<i>Staff Training Required as applicable to position: (CPR/AED/EPI/BBP/ Bullying/child abuse/Safety training)</i>	<i>100% of staff completed required training relevant to their jobs.</i>		<i>CTE staff complete required training relevant to their jobs</i>	<i>Percentage of 9-12 teachers who have been observed at Modification or Redefinition stage on the SAMR model on a consistent basis</i>			<i>100% NCLB Highly Qualified requirements are met and identified staff completed required training relevant to their jobs .</i>
	<i>Professional Development Opportunities</i>	<i>Staff Training Annual as applicable to position: needed above and beyond required for job (UDCA/ CATCH/ WTW/ Medical Technology)</i>	<i>20% of staff had training that went above and beyond the requirements for their job.</i>			<i>Implement Technology Academies for teachers.</i>			