New Frontiers Public Schools

Charter Academic Plan/District Improvement Plan
2022-2023

New Frontiers Public Schools (District) #015805

Mission

New Frontiers Public Schools is dedicated to offering a pathway where each student receives a collegiate experience. Students build a sense of pride and purpose and are inspired to become tomorrow's leaders.

Vision

To graduate scholars that are poised to elevate their communities, with their purpose and create opportunities.

Core Values

Dedication
Inspiration
Empowerment
Community

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Title I, Part A
Schoolwide Components

On December 10, 2015, President Obama signed into law the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA. Under the ESSA, schoolwide programs remain a key tool for using Title I funds to improve academic achievement and enable a school to more effectively leverage Federal funds to upgrade its entire educational program. There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- Conducting a comprehensive needs assessment. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a comprehensive schoolwide plan that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)). To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.

- Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student

achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

DNA/DIP Committee Members

NAME	Campus/District	Role/Position
Alfredo Segura	NFPS	Superintendent/CEO
Roselie Hewitt	NFPS	Chief of Staff
Jennifer Limas	NFPS	Chief Operating Officer
Barbara Flores	NFPS	CFO/Chief Financial Officer
Sandee Flores	NFPS	Human Resources Manager
Mario Mendiola	NFPS	Director of Operations
Arnold Hernandez	NFPS	Recruitment & Retention Coordinator
Andrew Flores	NFPS	IT Specialist

Jose Gabe Navarro	NFPS	Staff Accountant
Rose Bizarri	NFPS	PEIMS Coordinator
Brenda Sonnen	NFPS	Special Programs Coordinator
Dr. Monica Villarreal	NFPS/Garcia MS	Special Education/Principal
Khalid Zakaria	Madla ECHS	Principal
Jeff Flores	Davis ECHS	Principal
Norma Arshad	Madla & Davis ECHS	Parent & Family Engagement/SEL Counselor/ 504 Coordinator
Kristina Canales	Madla ECHS	LPAC Coordinator/Teacher
Eva Moreno	NFPS	Paraprofessional
Diana Rangel	Madla ECHS	Parent
Starla VanDenberg	Madla ECHS	Student
Dee Ann Drummand Estlzak	Region 20	Region ESC Program Staff

New Frontiers Public Schools Board of Trustees

District Needs Assessment Process

New Frontiers Public Schools facilitates a cyclical and continuous comprehensive needs assessment process that includes addressing the improvement of academic achievement for students. Our needs assessment process includes meaningful consultation with stakeholders and allows our public the opportunity to provide input in the development of our plan. The needs assessment process involves all committees of New Frontiers Public Schools stakeholders at both the district and campus level. The committees are actively engaged in reviewing and analyzing data, collaborating on patterns of strengths and needs, and in identifying areas of priority. There are 8 components that the committees at New Frontiers Public Schools reviews as part of the needs assessment process. These areas are:

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality and Professional Development
5. Curriculum Instruction and Assessment
6. Parent and Family Engagement
7. School Context and Organization
8. Technology

The committees at New Frontiers Public Schools are composed of: Superintendent of Schools/CEO, central office personnel, classroom teachers, campus principals, district administrator(s), campus counselor(s), PEIMS Coordinator, Special Education Director, Business Manager/CFO, Human Resources Director, Technology Coordinator, Public Relations Coordinator, Special Programs Coordinator, students, parents, ESC program staff, and community member(s).

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

The process includes:

➢ Committees meet quarterly to review district/campus data DNA/DIP
➢ Committees will meet to review minutes and data of the meetings
➢ The DNA/DIP is reviewed to ensure any revisions are completed
➢ All components of the DNA are reviewed and addressed (goals, performance objectives, strategies/activities, funding)
➢ An evaluation of all programs funded is completed at the end of the school year

Campuses included in the DIP for 2022-2023 (August 2022-December 2022)

Frank L. Madla Early College HS #015805-001   *(Many items in DIP are consistent with this campus)*
Imelda Davis Early College HS #015905-002   *(Recently opened with 9th grade cohort only)*

District Strategic Planning Goals

- All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.
- All students will earn a College Ready score of 945 on the TSIA2 reading and 5 placers by the 11th grade year from 53% to 75% by the end of August 2025-2026.
- College Credits--All students will earn 30 hrs. by the end of the 11th grade from 60% to 95% by the end of August 2025-2026.
- NFPS will provide a safe and orderly learning environment and rigorously enforce all safety and security measures by ensuring 100% of staff and students are trained on all required trainings including: active shooter, safety policies, procedures, and protocols.
- NFPS will perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate.

- NFPS will implement best practices which will result in students, parents, and staff experiencing a safe and secure environment.
- NFPS will increase fiscal awareness among all stakeholders through training, and communication.
- NFPS will maintain a balanced budget while supporting academic excellence and expanding resources for students and staff.
- NFPS will establish a corresponding financial plan that assigns resources to the goals outlined in the District Improvement Plan (DIP).
- NFPS will ensure student performance will increase through continuous improvement practice in the schools and school district.
- The economic health of NFPS will be maintained through strategic program review and the formation of effective partnerships.
- NFPS will promote and enhance two-way communication among our staff and our community to maximize the success of all students.
- NFPS will recruit, develop, and maintain successful and productive leaders who efficiently and effectively manage fiscal resources and operations to maximize learning for all students and staff.
- Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs.
- Improve our effective management of human, financial and physical resources

Comprehensive Needs Assessment Data Sources

- 2022 STAAR Data
- NWEA MAP
- Local Benchmarks
- TELPAS (results pending)
- Parent and Family Engagement Attendance
- Parent and Family Engagement Survey
- Student Renewal
- T-TESS Teacher Evaluations

- Teacher Retention
- Faculty & Staff Recruitment
- PEIMS Attendance Student Recruitment
- Schoology Analytics
- 2022 School Climate survey
- Student and Teacher Interview Feedback
- Results Driven Accountability/Student Performance Plan
- Special Education Self-Assessment
- Charter School Performance Network
- Texas Academic Performance Report
- Lone Star Governance Goals
- Outcome Based Measures

Summary of Needs Assessment

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district?
Demographics	• 100% Graduation Rate • Supportive parent groups • Extended family member enrollment • Increased parent participation with virtual attendance options • Attendance tracking, monitoring, incentives, challenges • The district has met all five (5) Financial Framework Indicators • 0% Dropout Rate	• Increase post-secondary enrollment rate • Increase exposure of university/colleges amongst 9th-11th graders • Continue to develop and refine systems that provide social emotional support for students • Increase our student enrollment counts	• Develop a Social Emotional support program to meet the SEL needs of students. • Develop systems to support increase in post-secondary enrollment rates. • Develop a system to track students who attend/graduate from college. • Create scaffolded and varied opportunities for parents to engage with school functions/meetings/activities. • Refine recruitment plan to increase enrollment.

		● Increase partnerships to market schools and to expand academic innovation ● Refine systems of support for special populations (MTSS)	● Ensure that necessary staff are available to support special populations and implement systems.
Student Achievement	● 86% of 11th graders are College Ready students (TSIA2 full compliance) ● EOC Biology and History Student growth increased by approx. 40 points ● CCMR continue 100%	● SAT and ACT participation increase to 90% for all students in grade 11-12 ● Student Progressive Grade Rate for dual credit classes increase by 5% ● Improve grade 9 TSI scores	● Develop programs to impact identified academic need areas as per State Accountability concerns ● Create a support plan to increase the Student Productive Grade Rate for dual credit classes

School Culture and Climate	● Facilitated district-wide survey
	● Teacher salary increase – on-going
	● Students communicated a sense of pride in their school
	● Students appreciated being co-located on the college campus
	● Cohesiveness across district – TBD w/new survey
		● District-wide communication norms
		● Clearly define roles/responsibilities
		● Creating purposeful connections between future middle school and high school pathways
		● District-wide professional development resources and plans
		● More clarity on survey regarding areas that were not applicable for staff
		● Staff salary review – in process
		● Convocation Planning
			● Delineating district-wide norms of communication
			● Update organizational chart to provide clarity of roles/responsibilities
			● Develop a district-wide professional development plan
			● Campus improvement plan support through business/finance department
			● Additional "mini-surveys" for the following areas:
			  ○ Add open comment section.
			  ○ Add option for NA option
			  ○ Deploy Fall and Spring semester
			● Spring 2023 – initial planning of Convocation

Staff Quality/ Professional Development	● Advertising - NFPS Website, Facebook, Indeed, Region 20, SchoolSpring, Verdant.EDU, word of mouth ● Job Fairs ● Annual review of teacher salary schedule to keep competitive	● Better developed process for getting the word out ● More support recruiting from those who do the jobs - subject matter experts (time constraints) ● Using programs that are available to us. ie. Teacher Incentive Allotment	● Develop protocols and sharing of PD within PLC following training; monitor implementation of key concepts ● Create substitute list that is qualified and trained ● Create a teacher recognition program to acknowledge performance/dedication

	- Small campus - individual meetings between admin and teachers can happen easier - Ms. Melson - Instruction visits teachers occasionally (2x a month) - PD occurring at some level - Required Compliance Modules – R20.	(TIA), Substitute pool with appropriate and on-going training - Continue tracking--Eduphoria - Respecting time and scheduling (follow-up for specifics) - Target trainings that meet specific needs and departments (no silver bullets) - Targeted and focused professional development. Principals are self-sufficient and there is collaboration between district and campus. - Small campus - Onboarding and on-going Mentorship program - Content area dept is a one-person schedule	- Create a District-wide professional learning - Cross campus training - Make professional development robust, meaningful - District statement on PD for employees (expectations) - To distinguish between PD and training vs. meetings for all levels of staff - Round table discussion with an admin (district or campus) - Reinvent daily/weekly schedule - add more opportunities for teachers to collaborate - Ask new staff for what they need in terms of support - Streamline recruitment and advertising efforts - Virtual/Online Job Fairs - TIA designation, Recruitment incentives, Teacher referrals, Sign-on bonus; Retention bonus; Review and comparison of ALL positions District-wide - Open House - let parents become familiar with our work and where we work; get a better idea of who we are and what we have to offer. - Develop process to ensure each campus has appropriate support (special programs, adoptions, TEKS, EMAT, etc.)
Curriculum, Instruction, & Assessment	- Variety of data sources used in decision making and reviewing data - Consistent systems for curriculum instruction and support - Eduphoria is used district-wide	- Clear communication to parents and students about the curriculum, objectives, and standards	- Analyze and training on STAAR Redesign - Create opportunities to inform and educate parents and students about our curriculum, objectives, and standards.

		• Continued professional development to support increased student achievement • Analyze and develop transition plan from MS to HS • Clear identification of intervention supports • Develop and provide training for MTSS Process • TCMPC as a resource for HS	• Analyze MTSS program and implement systems-based approach with oversight • Invest in Plan4Learning • Development of Honors Program at MS
Family and Community Involvement	• We have many forms of communication channels as far as social media, websites, constant contact, YouTube • Able to reach a wide network • Parent engagement is a pillar of our district model. • District use of Schoology is widely successful in communicating with parents • Communication between Teachers & Parents (Schoology) • Hosting after school academic activities • Board Meetings are posted at Central Office and social media (Schoology)	• Increase engagement between District and Families • Provide more opportunities for parents to become involved in their students learning • To expand surveying on behalf of the District • Efforts to increase wider net of parent and stakeholder participation • District use of Schoology is widely successful in communicating with parents • Communication between Teachers & Parents (Schoology) • Superintendent's message quarterly	• YouTube grow and expand - challenge teachers and students to create content • Link Schoology and website • District can and should piggy-back and form their own Schoology GROUP to communicate with families and be open to various modes of engagement and times to engage. • Board meetings held at different locations showcase students at the campus • Currently, the District has limited direct communication with Parents. • Add a District page to Schoology • Host District Open Houses to encourage relationship building (possibly holding two virtual and live)
School Context and Organization	• Dedicated PLC (grade and content based; special pops included) K-8 • Instructional Maps K-8th grade for all contents • Administrative Monthly Maps	• Create time for more campus-wide collaboration • Focus on early intervention • Addition of SPED teacher	• Facilitate staff meetings that are focused on opportunities for collaboration and PD • Clearly outline and define goals and objectives of each campus/district

	• Instructional Rounds for 9-12		committee so meetings are purposeful
Technology	• Schoology (LMS) • 1 to 1 (Capacity) • Google Suite (LMS) • Eduphoria System for assessments and evaluation • eConnect Region 20 • NWEA (assessment) • Ascender - integrated Finance, Employee, Student & Parent Management software • Technology - adequate number of staff devices with financial potential to expand units to fit our future needs	• Expand IT Department • Software PD • Continuous PD • Integrate with Schoology and Ascender • Support staff of Tech at each satellite to create student accounts • Ascender Career Portal • Ascender Employee Portal • Identifying & Creating User Roles • Remote Tools (MDM, Remote Support) • District operated network at Madla Phone system (drills) & Fax Access (nurse - student medical records from physicians)	• Cost considerations • BOY/continuous training • Recruitment & On-boarding process for new Employees • Ascender Employee portal • Expand IT Department

Demographics

New Frontiers Public School is a public school district/campus located in the community of San Antonio, Texas. Our District launched in 1998 in San Antonio with a founding vision of shaping our students into the future leaders of the community, we operate local schools that serve children grades 6th through High School. Where other schools focus on college preparation New Frontier students are college students – many of them entering college in high school.

We operate open enrollment, public charter schools and as such we accept all students where we have availability. We are open-enrollment schools which means we serve students in our primary boundary of Bexar County once that area is served, we can serve our secondary boundary which includes Floresville and the surrounding areas. Since we are open enrollment, we accept student applications all year round.

If we reach capacity, we are mandated to employ a public lottery for additional admissions. Our applications do include a request for academic information so that we are able to 'triage' a student's needs and build a prescriptive, individualized educational plan. A student's academic record would not preclude them from attending any of our schools.

Each of our students – from 6th grade on – are on a <u>collegiate pathway</u>. Through their partnerships with Institutions of Higher Education (IHE) - Alamo Colleges District (ACD, the Early College High Schools offers a college <u>immersion</u> program where students are embedded in college courses with other college students. Our students can graduate with a Distinguished High School Diploma <u>and</u> an associate degree.

Our schools are tuition-free, public charter schools. We operate at no cost to families. Students enrolled in our Early College High Schools also attend without cost – in fact in the past three semesters, they have earned college credit hours which has saved their families in college expenses.

We are currently employing a variety of innovative approaches to ensure are students are academically prepared to enter college at high school. Namely, we are integrating technology in the classroom and are excited to begin offering robotics, engineering, and design opportunities.

Our schools are primarily funded by federal and state appropriations. However, public charter schools receive on average less funding per student than traditional public schools. Under the state's school funding formula, public charter schools do not receive any form of facilities funding or any credit enhancement for facilities, the latter of which results in a significantly higher interest rate for financing charter school facilities. As a consequence, districts like ours must seek investments from the philanthropic community so that our schools continue to grow and meet the needs of our students.

Our schools are free, public charter schools that are subject to almost all of the same state regulations and oversight that applies to every other public school. Our students are subject to all of the same state-testing, and their schools are rated under the same accountability system as traditional public schools.

Frank L. Madla ECHS and Imelda Davis ECHS are New Frontiers Public Schools campuses that serve students in grades 9-12. Madla is located on the campus of Palo Alto College and Davis is located on the campus of San Antonio College. Both campuses are built on a commitment to provide students with

➤ Rigorous academic programs

- ➢ College-immersion experience Safe and student friendly environment
- ➢ Personalized academic counseling
- ➢ Equipping students with the self-confidence and skills they need to thrive in the 21st-century economy

Students have the opportunity to earn an associate degree (60 credits) from Palo Alto College or San Antonio College, while earning their High School Distinguished Diploma at no cost.

Our Story

1998

- ➢ NFCS Granted 2nd Generation Charter
- ➢ Management company operated – Advantage Schools

2003

- ➢ NFCS Becomes Independent of Management Company

2008

- ➢ Recognized rating in ECA – 3rd grade TAKS
- ➢ Transition from alternative accountability (AEA) to regular accountability

2009

- ➢ Exemplary Rating in ECA – 3rd grade TAKS

2010

- Recognized rating in ECA – 3rd grade TAKS
- Recognized rating for DISTRICT

2011

- Bond approved to purchase building
- Recognized Rating in ECA – TAKS 3rd grade

2012

- Construction and renovation of K-8 campus/2nd floor

2013

- MS receives STAAR performance distinctions
- Academic Achievement in Reading/ELA (Distinction Earned) Percent of Eligible Measures in Top Quartile 3 out of 4 = 75%
- Academic Achievement in Mathematics (Distinction Earned) Percent of Eligible Measures in Top Quartile 1 out of 2 = 50%
- Top 25 Percent Student Progress (Distinction Earned)

2014

- ECHS receives early college high school designation

2015

- MS (1) and Early College High School (4) both receive multiple STAAR performance distinctions

- ➤ Accountability Rating: Met Standard

2016

- ➤ US News World and Report designates a bronze award for the Early College High School

2017

- ➤ Campus alignment and consolidation K-8th Grade

2018

- ➤ First graduating class from FLMECHS.
- ➤ K-8th grade is named Frank L. Madla Accelerated Collegiate Academy (FLMACA).
- ➤ Pre-K 4 SA forms partnership with New Frontiers Public Schools.

2019

- ➤ [NFPS Receives Academic Rating Upgrade.](#)
- ➤ Frank L. Madla Early College High School Student Named National Merit Semifinalist.

2020

- ➤ Frank L. Madla Early College High School named top 10 best public charter high schools in San Antonio (U.S. News & World Report)

2021

- ➤ Refocused District Mission: Early College Focus

2022

- ➤ Launch of the Imelda Davis Early College High School in partnership with San Antonio College'
- ➤ District Upgraded 'A' Rating – by the Texas Education Agency, TEA

- TEA Distinction Designation: Top 25 Percent - Comparative Academic Growth (Frank L. Madla Early College High School)

LEA Level Data (All Campuses)

Texas Education Agency
PDM1-120-009
v23.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: All Campuses
2022 - 2023 Fall Collection, First Submission

Friday 10/28/2022 11:15 AM
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LEA: 015805 - NEW FRONTIERS PUBLIC SCHOOLS INC

TOTAL ENROLLMENT   171

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	52	30.41%
GRADE 10	37	21.64%
GRADE 11	50	29.24%
GRADE 12	32	18.71%
TOTAL	171	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	74	43.27%
FEMALE	97	56.73%
TOTAL	171	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	171	100.00%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	0	0.00%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	171	100.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	2	1.17%	1.17%
HISPANIC/LATINO	158	92.40%	92.40%
WHITE	10	5.85%	5.85%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	0.58%	0.58%
TOTAL	171	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	33	100.00%	19.30%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	33	100.00%	19.30%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	16	100.00%	9.36%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	16	100.00%	9.36%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

20

	Count	%Enroll
LEP	16	9.36%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	113	66.08%
MILITARY CONNECTED	1	0.58%
FOSTER CARE	0	0.00%
DYSLEXIA	12	7.02%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	2	2.50%	1.17%
HISPANIC/LATINO	72	90.00%	42.11%
WHITE	5	6.25%	2.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.25%	0.58%
TOTAL	80	100.00%	46.78%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	171	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	171	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	2	1.17%
UNACCOMPANIED YOUTH CODE 3	2	1.17%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	2	1.17%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	71	97.26%	41.52%
WHITE	2	2.74%	1.17%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	73	100.00%	42.69%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	7	100.00%	4.09%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	4.09%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

Data Driven

NFPS uses data in their decision-making, goal setting, and improvement initiatives. Beyond just test scores, NFPS collects student data to measure and assess progress toward district-wide objectives. With this information, NFPS reports on progress and develops a strategic action plan with targeted initiatives and interventions to achieve our goals. To measure improving student learning outcomes across the board, district leaders break down data into subgroups like special education, English learners, At-Risk students, etc.

By collaborating with staff to review this data, district leadership analyzes trends in student achievement to see how each school, class, subgroup and even student is performing compared to previous years. This enables NFPS to identify key areas of strength and improvement opportunities in things like board policy, interventions, and curriculum and instruction. With input from teachers, this data can be used to drive decisions around student learning initiatives and inform subsequent strategic plans.

NFPS views data both aggregated and split by demographic attributes like ethnicity, first language, and gender identity, to identify and interrogate gaps in engagement, performance and learning outcomes. This enables district leadership to identify student groups that are not being adequately served and be proactive in our response.

Ensuring students graduate high school is always a district mission. College and career readiness goals aspire to provide middle school and high school students with the learning opportunities, experiences, and choices to explore any number of post-graduation options. Whether a student wants to enroll in a four-year degree program, a two-year community college, or pursue a trade, their education can help pave a pathway to success. To measure the efficacy of college and career readiness programs, NFPS keeps data on which students are pursuing each post-secondary pathway to discover trends and potential gaps. With these insights, district leaders make informed decisions about curriculum changes, student services, and school programs.

State Accountability

2022 Accountability Ratings Overall Summary
FRANK L MADLA EARLY COLLEGE H S (015805001) - NEW FRONTIERS PUBLIC SCHOOLS INC - BEXAR COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		94	A
STAAR Performance	56	85	
College, Career and Military Readiness	100	100	
Graduation Rate	100	100	
School Progress		94	A
Academic Growth	86	93	A
Relative Performance (Eco Dis: 73.8%)	78	94	A
Closing the Gaps	82	85	B

Frank L. Madla Early College HS #015805001
2018-2019 Accountability Rating: A
2019-2020 Accountability Rating: Not Rated: Declared State of Disaster
2020-2021 Accountability Rating: Not Rated: Declared State of Disaster
2021-2022 Accountability Rating: A
https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfrept.perfmast.sas&_debug=0&ccyy=2022&lev=C&id=015805001&prgopt=reports%2Facct%2Fsummary.sas
2022 RDA
CHARTER SCHOOL PERFORMANCE NETWORK (CSPF) – REPORT ONLY—2022

Lone Star Governance

Lone Star Governance Lone Star Governance (LSG) is a continuous improvement model for governing teams. It aligns the behavior of trustees individually and boards corporately with proven, research-based behaviors that improve student outcomes.

The board's student outcome goals, as aligned with the district vision, are as follows:

1. All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.
2. All students will earn a College Ready score of 945 on the TSIA2 Reading and 5 placer by the 11th grade year from 53% to 75% by the end of August SY2025-2026
3. College Credits--All students will earn 30 hrs. by the end of the 11th grade from (60-65%) to (75%) by the end of August SY 2025-2026.

While in pursuit of the Board's student outcome goals, the CEO/Superintendent shall:

1. Not allow the percent of teacher retention to fall below the state average.
2. Not allow the District FIRST Rating to be less than 70%
3. Not allow the District to have less than three partnerships

The Board shall:

1. Not fail to lead or co-lead at least one training on LSG for the community during the six-month period.
2. Not be excluded from receiving training on LSG from fellow board members or from a certified LSG Coach.

Student Outcome Goals & Goal Progress Measures

G1: All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.
Goal 1 Yearly Target Goals: SY2020-2021=5% baseline, SY2021-2022=10%, SY2022-2023=15%, SY2023-2024=20%, SY2024-2025=25%, SY2025-2026=30% **GPM 1.1:** The percentage of 9th grade cohort students in EOC ELAR 1 (benchmarks/exam) Masters level performance will increase from 5% to 25% by the end of August 2025-2026. **Target Goals: SY2020-2021=5%, SY2021-2022=7.89% baseline%, SY2022-2023=10%, SY2023-2024=15%, SY2024-2025=20%, SY2025-2026=25%** **GPM 1.2:** The percentage of 9th grade cohort students to score at the "High Average" and "High" level in MAPs will increase from 25% to 70% by the end of August 2025-2026. **Target Goals: SY2020-2021=25%, SY2021-2022=50% baseline, SY2022-2023=55%, SY2023-2024=60%, SY2024-2025=65%, SY2025-2026=70%** **GPM 1.3:** The percentage of 9th grade cohort students in Semester Grades receiving a grade of "A" will increase from 15% to 40% by the end of August 2025-2026. **Target Goals: SY2020-2021=15% baseline, SY2021-2022=20%, SY2022-2023=25%, SY2023-2024=30%, SY2024-2025=35%, SY2025-2026=40%**

G2: All students will earn a College Ready score of 945 on the TSIA2 reading and 5 placer by the 11th grade year from 53% to 75% by the end of August 2025-2026.
Goal 2 Annual Targets: SY2020-2021=53% baseline, SY2021-2022=56 %, SY2022-2023=60%, SY2023-2024=65 %, SY2024-2025=70%, SY2025-2026=75 %

GPM 2.1: The percentage of 10th grade cohort students in Benchmark for English II at Meets will increase from 30% to 75% by the end of August 2025-2026.

Target Goals: SY2020-2021=30%, SY2021-2022=56% baseline, SY2022-2023=60%, SY2023-2024=65%, SY2024-2025=70%, SY2025-2026=75%

GPM 2.2: The percentage of 10th grade cohort students to score "On Track 22 & 24" on NWEA MAP-ACT College Readiness will increase from 20% to 75% by the end of August 2025-2026.

Target Goals: SY2020-2021=20% baseline, SY2021-2022=30%, SY2022-2023=60%, SY2023-2024=65%, SY2024-2025=70%, SY2025-2026=75%

G3: College Credits--All students will earn 30 hrs. by the end of the 11th grade from 60% to 95% by the end of August 2025-2026.

Goal 3 Annual Targets: SY2020-2021=60% baseline, SY2021-2022= 65%, SY2022-2023=70%, SY2023-2024= 80%, SY2024-2025= 90%, SY2025-2026= 95%

GPM 3.1: Percentage of Madla ECHS 9th grade students receiving a minimum of *3 credit hours a year* will increase from 60% to 95% by the end of August SY2025-2026.

Target Goals: SY2020-2021=60% baseline, SY2021-2022=65%, SY2022-2023=70%, SY2023-2024=80%, SY2024-2025=90%, SY2025-2026=95%

GPM 3.2: Percentage of Madla ECHS 10th grade students receiving a minimum of *12 credit hours a year* will increase from 80% to 95% by the end of August SY2025-2026.

Target Goals: SY2020-2021=80% baseline, SY2021-2022=83%, SY2022-2023=85%, SY2023-2024=90%, SY2024-2025=93%, SY2025-2026=95%

GPM 3.3: Percentage of Madla ECHS 11th grade students receiving a minimum of *15 credit hours a year* will increase from 90% to 95% by the end of August SY2025-2026.

Target Goals: SY2020-2021=90% baseline, SY2021-2022=92%, SY2022-2023=95%, SY2023-2024=95%, SY2024-2025=95%, SY2025-2026=95%

GPM 3.3	12th Grade Fall	12th Grade Spring	Combined
SY2016-17	n/a	n/a	n/a
SY2017-18	100%	93%	96.5%
SY2018-19	94%	95%	94.5%
SY2019-20	100%	100%	100%
SY2020-21 reset targets	90%	90%	
GPM 3.3	11th Grade Fall	11th Grade Spring	Combined
SY2021-22			
SY2022-23			
SY2023-24			
SY2024-25			

Board's Constraints for the CEO/Superintendent

C1: Shall not allow the percent of teacher retention to fall below the state average.
CPM 1.1 – The percent of Teacher Retention will remain at or above the state average of 85% by the end of August SY2024-25. Annual Targets: Baseline SY2021-22=70%, SY2022-23=75%, SY2023-24=80%, SY2024-25=85%

C2: Shall not allow the District FIRST Rating to be less than 70%.
CPM 2.1 – The Change in Net Asset will increase by a minimum of $50,000 per year.

- CPM 2.1: Annual Targets: SY2020-21=$50k+, SY2021-22=$50k+, SY2022-23=$50k+, SY2023-24=$50k+, SY2024-25=$50k+

CPM 2.2 – The Administrative Cost Ratio will not be less than 6 points (Indicator 11) by the end of August SY2024-25.
- Baseline SY2020-21=<.2895 (6 pts); SY2021-22=<.2895 (6 pts); SY2022-23=<.2645 (8 pts), SY2023-24=<.2645 (8pts), SY2024-25=<.2645 (10 pts).

C3 Shall not allow the District to have less than three partnerships.
CPM 3.1 – The Charter district partnerships shall increase or remain the same of 3/3 = 100%   • Annual Targets: Baseline SY2020-21= 100% SY2021-22=100%, SY2022-23=100%, SY2023-24=100%, SY2024-25=100%.

Board's Constraints for the Board

C1: Shall not fail to lead or co-lead at least one training on LSG for the community during the six-month period.

C2: Shall not be excluded from receiving training on LSG from fellow board members or from a certified LSG Coach.

State Compensatory Education

NFPS has a State Compensatory Education (SCE) manual intended to describe the Texas State Compensatory Education requirements to analyze student academic performance, implement programs to meet the needs of students at-risk of failing the state's challenging academic standards or of dropping out of school, and evaluate the effectiveness of those programs. The State Compensatory Education Program (SCE) is to increase the academic performance of students identified as being At-Risk.

This District has written policies and procedures manual to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District: $745,146

Total FTEs funded through SCE at this District: 34

Students	Drop Out Data	Completion Data
Students At-Risk	%0	%100
Students Not At-Risk	%0	%100

Special Education Program

This District has written operating procedures that support the implementation of the full continuum of services:

- Operating procedures are reviewed on an annual basis
- Operating procedures are reflective of Legal Framework policy
- Operating procedures provided consistency and guidance on all aspects of the Special Education program and the Admission, Review and Dismissal process

2022-2023 Special Education Consolidated Grant Application planning allotment: $80,493

Breakdown of planning allotment:

Payroll (6100)	$76,000
Professional and Contracted Services (6200)	$4,493

Breakdown of current Special Education identified students at NFPS:

NFPS Campus	Student Enrollment Count
Madla ECHS	6
Davis ECHS	1

ESSA Title I Requirements

District Goal 1: All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.

Performance Objective 1: The percentage of 9th grade cohort students in EOC ELAR 1 (benchmarks/exam) Masters level performance will increase from 5% to 25% by the end of August 2025-2026.

Strategy Details	Student Population	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Result/Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Strategy 1: The LEA Title I, Part A Program Plan has been developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs in other parts of Title I), other appropriate school personnel, and with parents of children in schools served under Title I, Part A.[Section 1112(a)(1)(A)] The LEA Title I, Part A Program Plan includes the statutory required descriptions noted in	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, DIP Committees, Parent Advisory Committee	Translation Services Cost 282-61-6299.00-816-199001	Quarterly 2022-2023 SY	Sign-in sheet; agendas, minutes	Improved student performance on state and local assessments	Quarterly and summative reviews	

section 1112(b). [Section 1112(b) (1-13)] The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan. [Section 1112(a)(5)]							
Strategy 2: The Title I, Part A Schoolwide program plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [Section 1114 (b)(4)]	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, Parent Advisory Committee, DIP Committees	Translation Services Cost 282-61-6299	Quarterly 2022-2023 SY	Sign-in sheet; agendas; minutes	Improved student performance on state and local assessments	Quarterly and summative reviews
Strategy 3: The LEA meaningfully consults with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools) parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, DIP Committees, Parent Advisory Committee	Translation Services Cost 282-61-6299 PD 255-13-6291, 255-13-6239	Quarterly 2022-2023 SY	Sign-in sheet; agendas; minutes	Improved student performance on state and local assessments	Quarterly and summative reviews

to meet the purpose of Title II, Part A. [Section 2102(b)(3)(A)] The LEA coordinates Title II, Part A, professional development activities with professional development activities provided through other federal, state, and local programs. [Section 2102(b)(2)(F)] The LEA coordinates activities under Title II, Part A with other related strategies, programs, and activities being conducted in the community. [Section 2102(b)(3)(C)]							
Strategy 4: The Title II, Part A activities carried out by the LEA are aligned with the challenging State academic standards. [Section 2102(b)(2)(A)] The LEA prioritizes Title II, Part A funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c). [Section 2102(b)(2)(C)]	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, DIP Committees, Parent Advisory Committee	PD 255-13-6291, 255-13-6239	Quarterly 2022-2023 SY	Sign-in sheet; agendas; minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews

The LEA has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]								
Strategy 5: The LEA engaged in a timely and meaningful consultation with a broad range of stakeholders as a part of their process in determining the targeted areas of improvement related to student's access to effective program activities. [ESSA, Title IV, Part A, Section 4106(c) (1-2)]	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, DIP Committees, Parent Advisory Committee, Health & Safety Committee	T IV Budget	Quarterly 2022-2023 SY	Sign-in sheet; agendas; minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews	
Strategy 6: The LEA periodically evaluated the effectiveness of the Title IV, Part A programs and/or activities based on the objectives and outcomes. [Section 4106(e)(1)(E)]	All Students	Superintendent, Special Programs Coordinator, Principals, CFO, DIP Committees, Parent Advisory Committee, Health & Safety Committee	Title IV Budget	Quarterly 2022-2023 SY	Sign-in sheet; agendas; minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews	

Strategy 7: The LEA, as a condition of receiving funds under the Every Student Succeeds Act, established and implements a policy requiring that: • a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or • a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attend, is offered and allowed to attend a safe public elementary or secondary school within the local education agency, including a public charter school. • Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA	All Students	Superintendent, Campus Administration, Attendance Committee, Discipline Committee	Annual Title I Meeting, Translation Services	Quarterly 2022-2023 SY	Transfer Requests Documentation, Parent Meeting Documentation	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews	

is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate. [Section 8532] The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for: • Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of notification from TEA.) • Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.) [Section 8532]							

Instructional Priorities: 9th- 12th grade

District Goal 1: All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.
Performance Objective 2: The percentage of 9th grade cohort students in EOC ELAR 1 (benchmarks/exam) Masters level performance will increase from 5% to 25% by the end of August 2025-2026.

Strategy Details	Student Population	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Result/Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Strategy 1: Disaggregate student performance data (EOCs, benchmarks, etc.) by objective, student expectations and subgroup to identify campus target areas utilizing AWARE	All Students	Teachers, Academic Teams, Campus Administration, District Support Staff	MAPS, Testing Materials	Quarterly 2022-2023 SY	Sign-in sheet; agendas; data	Improved student performance on state and local assessments	Quarterly and summative reviews	2.4, 2.5
Strategy 2: Utilize evidence based instructional resources for core academic areas	All Students	Teachers, Academic Teams, Campus Administration, District Support Staff	Aware/ Eduphoria, MAPS, Testing Materials	Quarterly 2022-2023 SY	Sign-in sheet; agendas; data	Improved student performance on state and local assessments	Quarterly and summative reviews	2.4, 2.5
Strategy 3: Develop, utilize, and analyze rigorous classroom instruction, technology, curriculum, and assessments.	All Students	Teachers, Academic Teams, Campus Administration, District Support Staff	TCMPC, TEKS Guides, TSI, Technology	Quarterly 2022-2023 SY	Sign-in sheet; agendas; data walls; T-Tess; walk-throughs	Improved student performance on state and local assessments	Quarterly and summative reviews	2.4, 2.5

District Goal 1: All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.

Performance Objective 3: The percentage of 9th grade cohort students to score at the "High Average" and "High" level in MAPs will increase from 25% to 70% by the end of August 2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: Develop, implement, & monitor the implementation of AVID	All Students	Teachers, Academic Teams, Campus Administration, District Support Staff	AVID training; curriculum; program	Aug 2022- May 2023	Master schedule; student attendance; agendas and meeting with AVID teams	Improved student performance on state and local assessments	Quarterly and summative reviews	2.4, 2.6
Strategy 2: Provide appropriate interventions to students based on qualifying criteria.	All Students	Teachers, Academic Teams, Campus Administration, District Support Staff	Edmentum, supplemental materials	Aug 2022- May 2023	Tutoring agendas; sign-in sheets; SST agendas	Improved student performance on state and local assessments	Quarterly and summative reviews	2.4, 2.6
Strategy 3: Provide teachers with accommodations and modifications for special education, 504 and LEP students	Sub populations	Campus Administration, District Support Staff (i.e., special program instruction team)	Training, software (Frontline), supplementation materials—224, 211, 255, 282, 283, 284, Translation Services	Aug 2022- May 2023	Spanish/English Letters & Emails Log of Notices Sent Home	Increased student growth	Quarterly and summative reviews	2.4, 2.6

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 4: Provide opportunities to identified students in need of credit recovery.	All Students	Teachers, Academic Counselor, Campus Administration	Saturday school	Aug 2022-May 2023	Counselor Referrals	Maintain 100% graduation rate	Quarterly and summative reviews	2.4, 2.5, 2.6

District Goal 1: All 10th grade cohort students (review cohort graduation #) will increase at the Masters level EOC ELAR II from 5% to 30% by the end of August SY 2025-2026.

Performance Objective 4: The percentage of 9th grade cohort students in Semester Grades receiving a grade of "A" will increase from 15% to 40% by the end of August 2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: Teachers will attend PD to learn strategies to better align the Common Instructional Framework to TEKS.	All Students	Teachers, Campus Administration	Common Instructional Framework PD and Coach 255-13-6291, 255-23-6239	Aug 2022-May 2023	Excel spreadsheet on TEKS and curriculum	Student Achievement, Assessments, Lessons	EOCs, Class grades, Test Scores, college course enrollment	

Strategy 2: Provide all teachers individual instructional coaching (monthly) in the Common Instructional Frameworks	All Students	Teachers, Campus Administration	Common Instructional Framework PD and Coach 255-13-6291, 255-23-6239	Aug 2022- May 2023	Contract with EM consulting, sign in sheets, monthly coaching reports	Student Achievement, Monthly report on coaching sessions from consultant	T-TESS, Class grades, Test Scores, college course enrollment	
Strategy 3: Implementation of T-Tess observation and feedback cycle; yearlong calendar and reset training at BOY	All Students	Teachers, Campus Administration	Eduphoria Funds: 420, 211, 255 T-TESS training	August 2022-May 2023	formal evaluations walk-through data reflective coaching sessions	Student Achievement Effective Instructional Practices Teacher Retention	Monthly	`2,9`

District Goal 2: All students will earn a College Ready score of 945 on the TSIA2 reading and 5 placer by the 11th grade year from 53% to 75% by the end of August 2025-2026.

Performance Objective 1: The percentage of 10th grade cohort students in Benchmark for English II at Meets will increase from 30% to 75% by the end of August 2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: Develop a master schedule that maximizes the instructional day for all students.	All Students	Teachers, Campus Administration, District Support Staff (i.e., PEIMS Coordinator)	PD for instructional days	August 2022-May 2023	Master Schedule, District Performance Data;	Increase success of all student and sub-pops	9-week progress checks, Benchmarks, assessments	

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
					Benchmarks, Semester Exams			
Strategy 2: Support students in course crosswalk selections with PAC/SAC	9-12	Campus Administrators, Academic Counselors, District Support Staff	Substitutes for holding teacher-student conferences	August 2022-May 2023	Master Schedule, Student Selection Forms, Interest assessments, student meetings, parent input, published degree plans	College Credits earned	semester	
Strategy 3: Identify and implement professional learning specific to tech systems that are district based (Ascender, Frontline, NWEA)	All Students	Academic Counselors, Campus Admin., District Admin Support	Subscriptions	August 2022-May 2023	Campus/District observations, training logs, and assessment result improvement, Surveys; staff requests	Increase of student achievement and skills in the classroom	T-Tess	2,3,4

District Goal 2: All students will earn a College Ready score of 945 on the TSIA2 reading and 5 placer by the 11th grade year from 53% to 75% by the end of August 2025-2026.

Performance Objective 2: The percentage of 10th grade cohort students to score "On Track 22 & 24" on NWEA MAP-ACT College Readiness will increase from 20% to 75% by the end of August 2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

Strategy	Grade	Responsible	Resources	Timeline	Evidence of Implementation	Formative Review	Evidence of Impact	
Strategy 1: Data will be collected and reviewed for TSI2, EOC benchmarks, NWEA MAP, SAT/ACT, PSAT, class grades, college enrollment, and college credits earned.	10th grade	Academic Counselor, College Success Liaison, Campus Testing Coordinator, Principal, District Support Staff	Student Tuition, Testing Materials	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	
Strategy 2: Test prep for all assessments to ensure student success	10th grade	Academic Counselor, College Success Liaison, Campus Testing Coordinator, Principal, District Support Staff	Stipends	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	
Strategy 3: Students are administered the assessment as a method of determining academic readiness and the appropriate placement level of college course	10th grade	Teachers, Academic Counselor, College Success Liaison, Testing Coordinator, Principal, District Support Staff	Testing Materials	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	

work for each student. The test is to determine the students' readiness for success in academic college courses.						

District Goal 3: College Credits-All Students will earn 30 hours by the end of the 11th grade from 60% to 95% by the end of August 2025-2026.

Performance Objective 1: Percentage of Madla ECHS 9th grade students receiving a minimum of *3 credit hours a year* will increase from 60% to 95% by the end of August SY2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: English Language Learners will be supported in core-content area through evidence-based learning strategies.	EL identified students 9-12th grade	Teachers, ESL Coordinator, Academic Counselor, Campus Administration, District Support Staff.	Title III SSA FSA	August 2022-June 2023	Implementation of strategies; walkthrough;	Increased student achievement of ESL identified students	TELPAS STAAR # of ESL certified staff SIOP training CBLI	3
Strategy 2: Continued Special Education professional development offerings by Region 20 ARD processes, standards-based IEPs and secondary transition Special	9-12th SPED identified students	Teachers, Campus SPED Staff, Campus Administration, District Support Staff	PD- FSP IDEA	August 2022-June 2023	Agendas; Enrolled	Discipline Referrals ARD Documents and Compliance Rates	RDA; Sped Self-Assessment SPP Indicators	3

Education Self-Assess							
Strategy 3: Empower teachers to make data driven instructional decisions utilizing district approved software to disaggregate data to track goals, ensuring achievement for all student groups.	All students	Teachers, Campus SPED Staff, Academic Counselors, Campus Administration, District Support Staff	Subscriptions IDEA	August 2022-June 2023	Implementation of strategies; walkthrough;	Discipline Referrals ARD Documents and Compliance Rates	RDA; Sped Self-Assessment SPP Indicators	3

District Goal 3: College Credits-All Students will earn 30 hours by the end of the 11th grade from 60% to 95% by the end of August 2025-2026.

Performance Objective 2: Percentage of Madla ECHS 10th grade students receiving a minimum of *12 credit hours a year* will increase from 80% to 95% by the end of August SY2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: High partnership engagement with the Palo Alto College (73% of students enrolled in PAC courses)	10th grade	Teachers, Academic Counselor, College Success Liaison, Testing Coordinator, Principal, District Support Staff	Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	

					online course library.			
Strategy 2: The SAT test subjects cover reading, math, and writing and language.	10th grade	Teachers, Academic Counselor, College Success Liaison, Testing Coordinator, Principal, District Support Staff	Testing Materials	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	
Strategy 3: Attendance is cumulative. 90% attendance is required for credit (excused and unexcused). Attendance impacts a student's learning. Interventions are in place to assist students to avoid loss of credit and offer credit recovery if needed.	10th grade	Teachers, Campus Attendance Committee, Academic Counselor, SEL Counselor, Principal, District Support Staff.	Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies	August 2022 - June 2023	Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies, Shmoop	Number of students absent	Number of students absent for each semester	

District Goal 3: College Credits-All Students will earn 30 hours by the end of the 11th grade from 60% to 95% by the end of August 2025-2026.

Performance Objective 3: Percentage of Madla ECHS 11th grade students receiving a minimum of *15 credit hours a year* will increase from 90% to 95% by the end of August SY2025-2026.

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: Campuses co-located on campus of IHE partner to ensure collaboration and review the academic pathway of each individual student earning college credit.	11th grade	Teachers, Academic Counselor, College Success Liaison, Testing Coordinator, Principal, District Support Staff	Facility Charge	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	
Strategy 2: Meetings with IHE partner High School Programs Department (every two weeks/twice a month)	11th grade	Academic Counselor, College Success Liaison, Principal, District Support Staff	Student Tuition, textbooks cost	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	

Strategy 3: Students are provided explicit instruction through reading, writing, speaking and college readiness skills using research-based practice and teaching methodology promoting WICOR strategies. This will increase student ownership, accountability, and critical thinking	11th grade	Teachers, Academic Counselor, College Success Liaison, Principal, District Support Staff	Student Tuition, textbooks cost	August 2022 - June 2023	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.	Review all data – September, January, March, June	Increase in test scores, PGR, and grades	

Student Support & Safety

District Goal 4:   NFPS will implement best practices which will result in students, parents, and staff experiencing a safe and secure environment.

Performance Objective 1: School campuses will maintain a safe and disciplined environment conducive to student learning and well-being resulting in academic success of all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components

Strategy							
Strategy 1: Conduct all required safety drills as per regulation. To include all required trainings: active shooter, safety policies, procedures, and protocols.	Teachers, Campus Admin, District Support Staff, District Admin.	Approved NFPS Safety Plan	Beginning August 2022-June 2023	Monthly safety drill logs; safety meeting agenda, minutes	Compliance with safety regulations	425 Report SAFE Survey	
Strategy 2: MEOP training on the standards response protocol. Those are as follows: Prevention, Mitigation, Preparedness, Response, Recovery & Protocol	Teachers, Subs, Campus Admin, District Support Staff, District Admin.	Region 20 Module Coop	Annually SPAT Safety Standard Grant	Training schedule, certificates	Reduction in accident/injuries	Accident/injury reports	
Strategy 3: Training will be provided for Abuse, Neglect, and Sexual Abuse annually as part of staff development	Teachers, Subs, Campus Admin, District Support Staff, District Admin.	Region 20 Module Coop	Annually	Training schedule, certificates	Increased staff awareness of abuse issues		
Strategy 4: Provide training to prevent bullying by fellow students and staff	Teachers, Subs, Campus Admin, District Support Staff, District Admin.	Region 20 Module Coop	Annually	Training schedule, certificates	Reduction in bullying incidents	Discipline reports	

Family and Community Engagement

District Goal 5: To develop, implement, and sustain a quality and innovative Parent and Family Engagement program that increases the connection with the district and results in increased levels of student achievement.

Performance Objective 1: Sustain partnership between the district, school, parents, and community by providing a variety of opportunities for engagement and involvement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: Maintain communication utilizing technology such as Schoology, Constant Contact, Facebook, and the District Website.	Teacher, Campus Administration, District Support Staff	Subscription Fee FSP Title I Part A	Quarterly	Message Artifacts; Log Documents	Parent/Family communication and attendance with district events/functions	Annual Parent Survey; Increased followership on social media platforms; focused and targeted communications	6
Strategy 2: Offer multiple opportunities and types of sessions to share information on engagement.	Teacher, Campus Administration, District Support Staff, Superintendent	Snacks, Translation Services	Quarterly	Training agendas/ calendar of offerings	Participation rates	Annual Parent Survey; attendance at sessions; session feedback	6
Strategy 3: Increase opportunities for parents to feel comfortable providing input in stakeholder sessions.	Teacher, Campus Administration, District Support Staff, Superintendent	Snacks, Translation Services	Quarterly	Sign In Sheets Agendas	Participation rates	Annual Parent Survey; increased participation by parents in stakeholder meetings	6

District Goal 6: To develop, implement, and sustain a quality and innovative Parent and Family Engagement program that increases the connection with the district and results in increased levels of student achievement.

Performance Objective 2: Parent and family members will have opportunities to communicate readily and easily regarding their student's academics.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Strategy 1: The LEA has a written parent and family engagement policy that is incorporated into the LEA's plan developed under section 1112 and establishes the LEA's expectations and objectives for meaningful parent and family involvement. [Section 1116 (a)(2)]	Teacher, Campus Administration, District Support Staff	Title I, Part A PFE Supplies, snacks	Quarterly	Calendar of PFE meetings	Participation rates	Copy of LEA's written parent involvement policy, Title I: Parent & Family Engagement Compliance Documentation	6
Strategy 2: The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I, Part A schools served. [Section 1116 (a)(2)(D)]	Teacher, Campus Administration, District Support Staff	Title I, Part A PFE Supplies, snacks	Quarterly	Sign Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance	Participation rates	Copy of LEA's written parent involvement policy, evaluation	6

			rosters) documenting participation of parents in the annual evaluation of the content and effectiveness of the policy AND Copy of annual evaluation		
Strategy 3: The LEA has School-Parent Compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)]	Teacher, Campus Administration, District Support Staff	Title I, Part A PFE Supplies, snacks	Quarterly	Sign Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters) documenting participation of parents in the annual evaluation of the content and	Parent/Family communication and attendance with district events/functions	School-Parent Compact, Title I: Parent & Family Engagement Compliance Documentation	6

				==effectiveness of the policy AND== ==Copy of compact evaluation==			
Strategy 4: The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116 (e)(3)]	Teacher, Campus Administration, District Support Staff		Quarterly	==Sign Meeting agendas, meeting invitations, meeting minutes or notes, and documentation of attendance (i.e., sign-in sheets, electronic attendance rosters)== documenting participation of parents in the annual evaluation of the content and effectiveness of the policy AND ==Copy of annual evaluation==	Parent/Family communication and attendance with district events/functions	==Presentation==	6

Strategy 5: At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112 (e)(1)(A)]	Campus Administration, District Support Staff, Superintendent		Quarterly	Sign In Sheets Agendas	Participation rates	Presentation (Annual Title I Meeting)	6

Human Resources

District Goal 7: Shall not allow the percent of teacher retention to fall below the state average.

Performance Objective 1: The percent of Teacher Retention will remain at or above the state average of 85% by the end of August SY2024-25.

Strategies and Action Steps	Person(s) Responsible	Fund Source / Resources	Timelines	Evidence of implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide components (code by #)
Strategy 1: Delineate a robust recruiting plan to include (job fairs, screening process, advertising, consultants, and resources.)	Campus Admin, District Support Staff, HR	Title 1, Part A; ESSER II, ESSER III $$$	August 31, 2022-May 2023	Public Meeting Report	Teacher quality improvement	HQ Report; consultant EOY review; advertising metrics	2.5

● consider available partnerships and incentive programs							
Strategy 2: Create an onboarding process to support instructional and non-instructional staff ● 90-day evaluation period for new employees ● Surveys for feedback on support structure	Campus Admin, District Support Staff, HR	Title 1, Part A; ESSER II, ESSER III <mark>$$$</mark>	Based on new hire dates (ongoing)	observations	increased students performance	Evaluation Retention Rate	2.5
Strategy 3: Develop an effective and robust substitute program/guide to build consistency in personnel.	Campus Admin, District Support Staff, HR	Title 1, Part A; ESSER II, ESSER III <mark>$$$</mark>	completion date of March 2023 (final draft)	survey, exit interviews	vacancies, attrition and evaluations	survey, exit interviews	2.5

District Goal 8: NFPS will ensure student performance will increase through continuous improvement practice in the schools and school district.
Performance Objective 2: Personnel will attend evidence-based professional development to assist students succeed academically.

Strategy 1: The LEA coordinates Title II, Part A, professional development activities with professional development activities provided through other	<mark>HR coordinator, Campus Administrators</mark>		completion date of March 2023 (final draft)	Strive Reports	Increased student performance	Evaluations completed; walk-throughs	2.5

federal, state, and local programs. [Section 2102(b)(2)(F)]							
Strategy 2: The LEA has a system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]	<mark>HR coordinator, Campus Administrators</mark>		completion date of March 2023 (final draft)	Strive Reports	Increased student performance	Evaluations completed; walk-throughs	2.5

Information Technology

District Goal 10: Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs.

Performance Objective 1: Provide relevant information technology-based support to all staff, teachers, and district personnel to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components (Code by #)
Strategy 1: Monitor and update a process/management system for tracking and inventory of technology purchases and owned devices.	IT District Admin Team Campus Admin	FSP, Title, ESSER	August 2022-July 2023	Current Inventory of equipment, obsolescence plan, ticket system	Updated and working technology devices and integration of instructional technology.	Current tech inventory of readily available, includes obsolescence tech purchases	2,3,4
Strategy 2: Provide Technology PD to increase the effectiveness of student learning, instructional management, staff development, and administration.	IT District Admin Team Campus Admin	FSP, Title, ESSER	August 2022- July 2023	ticket system, sign-in	Teacher usage; support work orders; effective technology implementation at all sites	Surveys, tickets, timesheets	2,3,4

Communications

District Goal 11: NFPS will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: Utilize innovative and effective marketing efforts that will maximize the impact of promoting the mission and vision of New Frontiers Public Schools.

Strategies and Action Steps	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Strategy 1: Enact meaningful and purposeful print and other media campaigns to increase awareness of our educational and community goals, efforts, and initiatives	Campus Admin, District Support Staff, Superintendent	FSP	Monthly Ongoing	Advertising and media, schools web page, Facebook, twitter, Instagram and Youtube	Demographics, usage/visits/ analytic data, reach and impressions	Enrollment reports and trend lines, usage reports from each channel and reported to board	10
Strategy 2: Produce highly effective initiatives to attract philanthropy, investors, high quality staff and future students	Campus Admin, District Support Staff, Superintendent	FSP, Local Dollars	Monthly Ongoing	Deliberate management of the district public profile must be consistent across all platforms. (such as paradigm shift, college immersion program, board, higher ed)	Targeted contact lists, photos/videos, qualitative reporting,	Increase in district revenue and partnerships	10
Strategy 3: Implement a targeted online platform presence to include an interactive website, a robust social media footprint and a strategic leverage of partnered networks.	Campus Admin, District Support Staff, Superintendent	FSP	Monthly Ongoing	Newly designed interactive Website, Facebook, twitter, constant contact, TV live segments, Geospace digital advertising campaigns	Increased partnerships, student enrollment and overall brand awareness	Increase traffic and awareness on website and social media and usage reports from each channel	10

Commented [GU1]: District public profile consistent across platforms.

Commented [GU2]: Who will manage and update the website?

57

School-Business-Community

| District Goal 12: Shall not allow the District to have less than three partnerships. NFPS will establish a corresponding financial plan that assigns resources to the goals outlined in the District Improvement Plan (DIP).

Performance Objective 1: The Charter district partnerships shall increase or remain the same of 3/3 = 100%. The economic health of NFPS will be maintained through strategic program review and the formation of effective partnerships. New Frontiers will seek and maintain positive community/business partnerships. |
|---|

Strategies and Action Steps	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Strategy 1: Identify and facilitate meetings with local businesses, philanthropy, and institutions of higher education to include local universities and colleges	Campus Admin, District Support Staff Superintendent,	FSP Local Funds	Monthly	Business call meeting report	Maintain current business partners	Superintendent's Report	1,2
Strategy 2: Support campus financial needs through the District annual fundraising events (two events Fall & Spring).	Campus Admin, District Support Staff, Superintendent,	FSP Local Funds	Bi-Annually	Advertisements, invitation lists, and business/title partnership lists, social media campaigns, sponsor lists	Attendance logs, funds raised totals, and photos of events, ticket sales documentation	Increase in funds	1,2

Commented [GU3]: Do district events support campus directly (fundraising)? Is this different from campus fundraising.

Finance Department

District Goal 13: Shall not allow the District FIRST Rating to be less than 70%. NFPS will maintain a balanced budget while supporting academic excellence and expanding resources for students and staff.

Performance Objective 1: The Change in Net Asset will increase by a minimum of $50,000 per year. The Administrative Cost Ratio will not be less than 6 points (Indicator 11) by the end of August SY2024-25. NFPS will increase fiscal awareness among all stakeholders through training, and communication. NFPS will establish a corresponding financial plan that assigns resources to the goals outlined in the District Improvement Plan (DIP).

Strategies and Action Steps	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Strategy 1: Provide training in various areas of fiscal compliance, to enhance understanding of financial and regulatory requirements	Campus Admin, District Support Staff, CFO, Superintendent		August 2022-May 2023 ongoing	Sign-in sheets and meeting agendas Presentation material	Improved dialogue between District and Campus	TAPR Report-Financials	8

Strategy	Staff Responsible	Funding Source	Timeline	Formative Assessment	Summative Assessment	Documentation	Resources
Strategy 2: Monitor District Budget and financials by having monthly meetings with all District Department Heads and Campus Principals.	Campus Support Staff, Campus Admin, District Support Staff, CFO, Superintendent	FSP	August 2022-May 2023ongoing	Monthly Board reports	Annual fund balance growth	TAPR Report FIRST Financial Solvency	10
Strategy 3: Develop strategies collaboratively with Campus leaders to maximize allocations as identified in the DNA.	Campus Support Staff, Campus Admin, District Support Staff, CFO, Superintendent	FSP Title I Part A	August 2022-May 2023 ongoing	Summary reports of meetings Timelines for achieving targeted goals	Visible improvements annually to various targeted campus initiatives	TAPR Report FIRST Financial Solvency	10
Strategy 4: Maintain the Community Eligibility Provision whereby students eat a free breakfast and lunch to combat hunger and improve academic achievement	Campus Support Staff, Campus Admin, District Support Staff, CFO, Superintendent	FSP Local	August 2022-May 2023 ongoing	POS reports	Student enrollment	Fitness Gram	10
Strategy 5: Seek investment opportunities for the district to yield a positive return, i.e., Texpool, Bank sweeps, etc.	District Support Staff, CFO, Superintendent	FSP	August 2022-May 2023 ongoing	Changes in investment options	Measurable growth in District investment portfolio	TAPR Report FIRST Financial Solvency	10
Strategy 6: The LEA has either a formal Supplement, Not Supplant Methodology for distributing State and local funds in order to ensure that each Title I campus receives all of the State and local funds that it would receive in the absence of Title I funds; or, it has a formal Statement of Exemption. [Section 1118(b)]	District Support Staff, CFO, Superintendent						

Strategy 7: The LEA prioritizes Title II, Part A funds to schools served by the agency under Title I, Section 1111(d) and that have the highest percentage of children counted under Title I, Section 1124(c). [Section 2102(b)(2)(C)]	District Support Staff, CFO, Superintendent						
Strategy 8: Develop and implement fiscal systems and processes that will ensure positive audit results.	District Support Staff, CFO, Superintendent						

2022-2023 District Budget

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
420 41 6239 00 701 3 99 0 00	ESC Services	-100.00	19.05	0.00	-80.95
420 41 6399 00 701 3 99 0 00	Supplies & Materials	-1,500.00	0.00	0.00	-1,500.00
420 41 6411 00 701 3 99 0 00	Employee Travel	-2,473.00	0.00	42.56	-2,430.44
420 41 6495 00 701 3 99 0 00	Dues/Membership	-6,000.00	0.00	5,909.00	-91.00
420 41 6499 00 701 3 99 0 00	Other Operating	-1,500.00	0.00	0.00	-1,500.00
	Totals:	-11,573.00	19.05	5,951.56	-5,602.39

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
420 51 6259 53 825 3 99 0 00	Utilities. Telephone	-17,000.00	8,110.18	949.13	-7,940.69
420 51 6259 54 825 3 99 0 00	Utilities Mobile Phone Devices	-3,500.00	744.22	1,487.63	-1,268.15
420 51 6269 56 825 3 99 0 00	District Office Loop 410 Lease	-100,000.00	0.00	19,169.00	-80,831.00
420 51 6269 57 825 3 99 0 00	Equip Lease Ricoh/WFB	-19,000.00	15,134.04	3,451.49	-414.47
420 51 6299 00 825 3 99 0 00	Culligan Water Svc -District	-2,500.00	941.00	128.50	-1,430.50
420 51 6319 00 825 3 99 0 00	Maint. Supplies	-2,500.00	210.76	2,240.58	-48.66
420 51 6399 00 825 3 99 0 00	General Supp;ies	-500.00	0.00	0.00	-500.00
420 51 6399 22 825 3 99 0 00	Technology supplies	-849.00	0.00	0.00	-849.00
420 51 6411 00 825 3 99 0 00	Employee Travel/Board Retreat	-240.00	0.00	0.00	-240.00
420 52 6499 00 825 3 99 0 00	Security Operation Misc Costs	-500.00	0.00	0.00	-500.00
	Totals:	-146,589.00	25,140.20	27,426.33	-94,022.47

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
282 53 6239 22 822 1 99 0 00	Tech Academy ESC20	-1,000.00	0.00	0.00	-1,000.00
282 53 6299 22 822 1 99 0 04	SentinalOne	-1,669.00	1,646.77	0.00	-22.23
282 53 6299 22 822 1 99 0 05	Cybervision	-2,550.00	2,500.00	0.00	-50.00
282 53 6399 22 822 1 99 0 06	Microsoft Intune	-3,960.00	3,960.00	0.00	0.00
420 53 6299 22 822 3 99 0 00	Visage Web Hosting	-1,600.00	1,305.00	290.00	-5.00
420 53 6399 22 822 3 99 0 00	Undistributed - General Suppli	-6,000.00	384.03	0.00	-5,615.97
420 53 6399 22 822 3 99 0 02	Technology Supplies	-4,000.00	903.99	0.00	-3,096.01
420 53 6399 22 822 3 99 0 03	Adobe License	-1,700.00	0.00	0.00	-1,700.00
420 53 6411 00 822 3 99 0 00	Board Retreat	-500.00	0.00	201.24	-298.76
420 53 6499 22 822 3 99 0 00	Undistributed - Other Operatin	-4,000.00	0.00	0.00	-4,000.00
429 53 6399 04 822 3 99 0 41	Safety & Security Supplies	-6,681.00	1,030.00	719.76	-4,931.24
	Totals:	-33,660.00	11,729.79	1,211.00	-20,719.21

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
282 61 6299 00 830 1 99 0 00	Cont.Svcs Recruitment/Engageme	-10,000.00	0.00	2,750.00	-7,250.00
282 61 6399 00 830 1 99 0 98	Recuitment/Comm Egmt Supplies	-5,000.00	0.00	363.16	-4,636.84
282 61 6499 00 830 1 99 0 00	Recruitment/Community Other Co	-5,000.00	0.00	0.00	-5,000.00
420 11 6499 00 830 3 99 0 98	Other Operating-Recruitment	-5,000.00	212.50	0.00	-4,787.50
420 61 6299 00 830 3 99 0 00	Contracted Svcs	-6,000.00	5,194.80	0.00	-805.20
420 61 6399 00 830 3 99 0 00	Recruitment Supplies	-1,000.00	0.00	733.40	-266.60
420 61 6411 00 830 3 99 0 98	Travel - Employee	-500.00	0.00	400.00	-100.00
420 61 6411 01 830 3 99 0 00	Professional Development	-1,000.00	0.00	0.00	-1,000.00
427 61 6299 00 830 3 99 0 98	Recruit Contracted Services	-12,500.00	3,551.80	0.00	-8,948.20
811 61 6299 00 830 3 99 0 00	CEP Contracted Svcs	-18,000.00	0.00	75.00	-17,925.00
811 61 6299 23 830 3 99 0 00	CEP Summer Recruitment Svcs	-2,000.00	0.00	0.00	-2,000.00
811 61 6299 23 830 3 99 0 98	Misc Contracted Srvcs	0.00	0.00	0.00	0.00
811 61 6399 00 830 3 99 0 00	CEP Supplies & Materials	-5,000.00	700.00	0.00	-4,300.00
811 61 6499 00 830 3 99 0 00	CEP Misc.Operating	-5,000.00	0.00	0.00	-5,000.00
	Totals:	-76,000.00	9,659.10	4,321.56	-62,019.34

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
420 61 6299 00 735 3 99 0 95	Misc Contracted	-20,000.00	1,700.36	219.64	-18,080.00
420 61 6411 00 735 3 99 0 00	Board Retreat	-500.00	0.00	0.00	-500.00
420 61 6411 01 735 3 99 0 95	Travel	-616.78	0.00	588.63	-28.15
420 61 6499 00 735 3 99 0 95	Other Operating	-783.22	570.00	1,002.03	788.81
420 81 6299 03 735 3 99 0 00	Fundraising Other Expenses	-12,500.00	0.00	0.00	-12,500.00
427 53 6299 00 735 3 99 0 00	Visage Contracted Svcs	-12,500.00	0.00	0.00	-12,500.00
811 61 6299 00 735 3 99 0 00	CEP Advertising	-21,000.00	315.00	0.00	-20,685.00
811 61 6399 00 735 3 99 0 00	CEP supplies & Materials	-12,000.00	0.00	0.00	-12,000.00
811 61 6499 00 735 3 99 0 00	CEP Misc Operating Davis ECHS	-15,000.00	0.00	0.00	-15,000.00
	Totals:	-94,900.00	2,585.36	1,810.30	-90,504.34

Account Number	Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
420 41 6211 00 750 3 99 0 00	Legal Services	-37,400.00	5,500.00	1,940.00	-29,960.00
420 41 6211 01 750 3 99 0 00	HR Legal	-3,000.00	0.00	0.00	-3,000.00
420 41 6212 00 750 3 99 0 00	Audit Services	-35,000.00	0.00	0.00	-35,000.00
420 41 6219 00 750 3 99 0 00	Financial Svcs - Masterson	-5,000.00	0.00	0.00	-5,000.00
420 41 6219 01 750 3 99 0 00	NFPS Foundation Bylaws	-5,000.00	0.00	0.00	-5,000.00
420 41 6239 01 750 3 99 0 00	ESC20 HR Hiring Practices	-1,250.00	0.00	0.00	-1,250.00
420 41 6239 55 750 3 99 0 00	ESC Services	-6,700.00	515.05	50.00	-6,134.95
420 41 6299 00 750 3 99 0 00	Misc Operating	-3,000.00	0.00	0.00	-3,000.00
420 41 6299 01 750 3 99 0 00	Other HR Misc. Operating	-3,000.00	0.00	0.00	-3,000.00
420 41 6299 03 750 3 99 0 00	TASB	-2,500.00	0.00	945.00	-1,555.00
420 41 6399 00 750 3 99 0 00	Undistributed - General Suppli	-5,820.00	0.00	427.00	-5,393.00
420 41 6399 01 750 3 99 0 00	HR Supplies	-3,000.00	0.00	0.00	-3,000.00
420 41 6399 02 750 3 99 0 00	Business Office	-2,930.00	111.70	0.00	-2,818.30
420 41 6411 00 750 3 99 0 00	Employee Travel	-12,000.00	0.00	3,861.15	-8,138.85
420 41 6491 00 750 3 99 0 00	Public Notice	-1,900.00	0.00	484.70	-1,415.30
420 41 6499 00 750 3 99 0 00	Other Operating	-5,000.00	5.00	238.52	-4,756.48
420 53 6299 01 750 3 99 0 00	Payroll Analysis	-6,000.00	4,000.00	0.00	-2,000.00
	Totals:	-138,500.00	10,131.75	7,946.37	-120,421.88