New Frontiers Public Schools

Charter Academic Plan/District Improvement Plan
2024-2025

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

REV. 7/23, 8/23, 9/23, 10/23, 11/23, 12/23, 5/24, 7/24 Una versión en español está disponible en el distrito.

Table of Contents

- Finance Department

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
Jeff Flores	NFPS	Deputy Superintendent/Executive Principal
Robin Wilhoit	NFPS	Nurse
Sandee Flores	NFPS	Human Resources Manager
Mario Mendiola	NFPS	Director of Operations
Arnold Hernandez	NFPS	Director Public Affairs and Student Recruitment
▪Luis Andrade	NFPS	IT -Manager
Jose Gabe Navarro	NFPS	Staff Accountant
Rose Bizarri	NFPS	PEIMS Coordinator

Brenda Sonnen	NFPS	Special Programs Coordinator
Crystal Garcia	NFPS/Garcia ECI	Campus Administrator
Alyssa Gamez	Madla/Davis ECHS	- Campus Administrator
Norma Arshad	NFPS	District Counselor
Kristina Canales	Madla ECHS	Teacher
Alice Rodriguez	Madla ECHS	Paraprofessional
Jessica De Los Santos	Madla ECHS	Parent
–GianCarlo Ramirez	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/campus administrator(s), district/campus counselor(s), Curriculum and Instruction administrator, PEIMS Coordinator, Special Education Director, Business Manager/CFO, Human Resources Coordinator, Technology Manager, Director Public Affairs & Student Recruitment 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 throughout the year to review district/campus data DNA/DIP

➢ 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 in the DIP for 2024-2025

Frank L. Madla Early College HS #015805-001

Imelda Davis Early College HS #015905-002

Greg A Garcia Early College Intermediate #015905-041

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

- STAAR Data
- NWEA MAP
- Local Benchmarks
- TELPAS
- 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

- 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 $6^{th} - 12^{th}$ grades - Continue to develop and refine systems that provide social emotional support for students - Increase our student enrollment and attendance counts - Increase partnerships to market schools and to expand academic innovation - Refine systems of support for special populations (MTSS & Character Strong)	- 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. - Ensure that necessary staff are available to support special populations and implement systems. - Increase attendance rate

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
		• 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
			• 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 • Small campus - individual meetings between admin and teachers can happen easier • PD occurring at some level	• 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 (TIA), Substitute pool with appropriate and on-going training • Continue tracking--Eduphoria	• 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 • Create a District-wide professional learning • Cross campus training • Make professional development robust, meaningful • District statement on PD for employees

			(expectations)

	● Required Compliance Modules – R20.	● Target trainings that meet specific needs and departments (no silver bullets) ● Targeted and focused professional development. Campus Administrators 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	● 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 ● 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 and Character Strong	● Create opportunities to inform and educate parents and students about our curriculum, objectives, and standards. ● Analyze MTSS program and implement systems-based approach with oversight ● Continue Character Strong SEL Program ● Development of Honors Program at MS

		● TCMPC as a resource for HS	
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	● Instructional Rounds for 9-12	● 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 committee so meetings are purposeful
Technology	● Schoology (LMS) ● 1 to 1 (Capacity) ● Eduphoria System for assessments and evaluation ● eConnect Region 20 ● NWEA (assessment)	● 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	● Cost considerations ● BOY/continuous training ● Student Offboarding ● Recruitment & On-boarding process for new Employees ● Ascender Employee portal ● Expand IT Department

	• 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	• 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)	

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 our 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. Consequently, 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, Imelda Davis ECHS, and Greg A Garcia ECI are New Frontiers Public Schools campuses that serve students in grades 6-12. Madla and Davis ECHS are co-located on the campus of Palo Alto College, and Garcia ECI is located in proximity of the Madla campus. 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 attending the high schools, have the opportunity to earn an associate degree (60 credits) from Palo Alto College while earning their High School Distinguished Diploma at no cost.

Our Story

1998

- NFCS Granted 2nd Generation Charter

- Management company operated – Advantage

Schools 2005

- 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) 2023

- Launch of Greg A Garcia Early College Intermediate

2024

- The commissioner of education has approved the following amendment requests: CDN: 015-805 (#130-24/1) NEW FRONTIERS PUBLIC SCHOOLS, INC. to relocate campus #015805-002 from 1819 North Main Avenue, San Antonio, Texas 78212 to 1400 Villaret, San Antonio, Texas 78224, effective August 1, 2024; (#130-24/2) NEW FRONTIERS PUBLIC SCHOOLS, INC. to change the charter fiscal year dates from beginning September 1st and ending August 31st to beginning July 1st and ending June 30th, effective August 1, 2024; (#130-24/3) NEW FRONTIERS PUBLIC SCHOOLS, INC. to change the start date of campus

#015805-003 from opening in the 2024-2025 school to opening in the 2025-2026 school year, effective August 1, 2024; and (#130-24/4) NEW FRONTIERS PUBLIC SCHOOLS, INC. to change the start date of campus #015805-004 from opening in the 2024-2025 school to opening in the 2025-2026 school year, effective August 1, 2024.

**TSDS PEIMS DIISAGGREGATION OF
PEIMS STUDENT DATA**
LEA-level Data
campuses: /JI. I Campuses
2023 - 2024 fall Collection, First Submissio11

LEA: 015805 - NEW FRONTIERS PUBLIC SCHOOLS INC

TITLE I PAIRT A	Count	c,.¼:Group
"G" DOES NOTPARTIICIPATE		o._32%
"6" ATTENDS SCHOCI WIDE	316	99.68%
7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATBD	O	0.00%
"9" HOMELESS RECEMNG SRV	O	0.00%
"A" NEGIECTED RECEMNG SVC	0	0.00%
TOTAi.	317	100.00%

HOMELESSHJNACCOMPANIED YOUTH	Count	%!Enro l
HOMEIESS	5	1.58%
UNACCOMPANIED YOUTH COOE.3	5	1.58%
UNACCOMPANIED YOUTH COOE.4	0	0,.00%
UNACCOMPANIED YOUTH TOTAL	5	1.58%
• Unacrompa11ied Yolllh Total Shlould Match:	Homeless Count	

AT RISK	Count	¾Group	%Enroll
AMER. INDIAN/AI.ASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0. 00%
BI!.ACKJAFRICAN AMER.	2	L41%	063%
I--IISPANIC/LATINO	BB	97.18"/4	43.53%
WHITE	2	L41%	0.63%
HAWAIIANiPAC ISIAND	0	0.00%	0.00%
IWOORMORE	0	0.00%	0.00%
TOTAL	142	100.00%	4479%

SPECIAL IEDUCATION	Count	%Group	oBnroll
AIMER INDIANfAI.ASKAN	O	0.00%	0.00%
ASIAN	0	0.00%	0.0!)%
BLACK!AFRICAN AMER.	0	0.00%	0.00%
HISPANICILATINO	17	100.00%	5.36.%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	O	0.00%	0.00%
TWOORMORE	a	0.00%	!Hlal%
TOTAl	17	100. 0[!%	5.36.%

P,K PROGRAM CO'DE	Count	%tG.roop
"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%
"CW' PK INELIG0>-2 <4HRS/DAY	0	0.00%
"05" PK INELIG4+HRS/DAY	0	0.00%
TOTAi.	0	0..00%

PRIMARY PK FUNDING SOURCIE	Count	%Group	"/•Enroll
"!"TUITION FEES	0,	0.OiJ,%	OJIO%
"2" LOCAL DIST SHA.RE	0,	0.0.0-%	OJIO%
"3" STATE GRANT	0,	0.OiJ,%	OJIO%
"4" FEDERAL	0,	0.0.0-%	OJIO%
"5" EARLY BDALLOTMBNT	0,	0.00%	0.00%
"9"0THER	0,	0.00%	0.00%
TOTAi	0,	0.0.0%	0..00%

SECONDARY PK FUNDING SOURCE	Count	%tGroup	1:1,'o'E:1nroll
"I" rumoN FEES	a	0.00%	0.00%
"21' LOCAL DIST SHARE	a	0.00%	0.00%
"3" STATE GRANT	a	0.00%	0.00%
"4" FEDERAL	a	0.00%	0.00%
"5" EARLY EDAUOTMENT	o	0.0Cl%	0.00%
"9"0THER	o	0.0Cl%	0.00%
TOTAL	0	0.00%	0.00%

TSDS PEIMS DISAGGREGATION
OF PEIIMS STUDENT DATA
LEA-level Data
Campuses: All Campuses
2023 - 2024!Fall Collection, !First Sl!lbmissio11

Frid0y 10127'21123 11:02 **AM**
Page 2 o1i2

Texas Education Agency
PDM1-120--009 v24.1.3

LEA: 015805 - NEW FRONTIERS PUBLIC SCHOOLS INC

TilILE I PA!FH A	Count	'o:Group
"IJ" DOES NOT PARTICIPAliE	1	032%
"6" ATTENDS SCHOOL WIDE	316.	9!J,.68%
"7" ATTENDS AND PARTIOIPATES	O,	!HOD%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"fl" HOMEI.ESS RECEIVING SRV	O,	!Hm%
"A" NEGLECTED RECEM G SVC	O,	0.00%
TOTAL	317	10[Hm%

IHOMELESSXUNACCOMPANIED YOUTH	Count	%Enroll
HOMEIESS	5	1.58%
UNACCOM!'AN[ED YOUTH COOE 3	S	158%
UNACOOMPAN[ED YOUTH COOE 4	CI	0.00%
UNACOOMPAN[ED YOUTH TOTAL	S	158%
• Urnacrompanied Youth Total Shlould MaternHomeless Coon!		

AT RISK	Count	a 'a.Group	%Enroll
AMER INDIAN/ALASKAN	0	0.00%	0.1111%
ASIAN	0	0.00%	0.00%
BILAOK/AFRICAN AMER.	2	L41%	0.63%
HISPANJCJLAIINO	138	9,7_18%	43.53%
WI-IITE	2	L41%	D. 63%
HAWAIIAN/PAC ISLAND	0	0.00%	0.1111%
IWOORMORE	0	0.00%	D. 00%
TOTA!	142	rno oo%	4479%

SPECIAL IEIDU'CATION	Count	oi0:Gruup	%Enroll
AMER INDIANfALASKM-1	0	0.00%	O,JI0%
ASIAN	0	0.00%	!HI0%
B LACKi'AFRiICAN AMER.	0	0..0D%	0JI0%
HISPANIC/IA TINO	17	10[1'.0D%	5a36.%
\'I'/HITE	0	0.00%	OJJO,%
HAWAIIAMIPAC ISLAND	0	0..0D%	0JI0%
T\IVO OR MORE	0	0..0D%	0JI0%
TOTAL	17	10[1'.0D%	5a36.%

PK PROGRAM CODE	Count	Groop
"CID" NOT AP!'UCABLE	CI	0.00%
"01" PK E!LIG>2 <4 HRS/DAY	0	[i'.00%
"02" PK ELIG 4+ HRS/DAY	0	11'.0D%
"CI3" PK E!LIG 4+ HRS/DAY+ SP ED	CI	0.00%
"CI4" PK INELIG>2 <4HRS/DAY	CI	0.00%
"05" PK INELIG 4+ HRSIDAY	0	[i'.00%
TOTAL	CI	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	o,'.Enrolll
"I"TUmON FEJES	0	o.omt	0..00°'/4.
"2" LOCAL DIST SHARE	0,	0.00·%	0.00%
"3" STATE GRA.NT	0	0.00%	0.00%
"4" FEDERA.L	0	0.00,%	1100%
"5" EARLY EDAlIOTME!NT	0	0.00,%	1100%
"91'0THER	0,	0.00·%	0.00%
TOTA!	0	0.00,%	1100%

SECONDARY PK FUNDING SOURCE	Count	o1¼:Groop	%1E!nrol
"1" TUITION FEES	0	0..0D%	0JI0%
"2" LOCAL DIST SHARE	0	0.00%	!HJO%
"3" STATE GRA.NT	0	0.00%	OJJO%
"4" FEDERAL	0	0..0D%	0JI0%
"5" EARLYEDALLOTMENT	0	0..0D%	0JI0%
"91'0THER	0	0.00%	!HJO%
TOTAL	0	0..0D%	0JI0%

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, Dyslexia students, 504 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 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 <mark>To be Updated</mark>

Texas Education Agency
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.

CCMR Board Outcome Goal

The percentage of graduating cohort students in TSIA2 Mathematics will increase from 56% to 80% by the end of August 2025-2026.

Yearly Target Goals

2022	2023	2024	2025	2026
57%	65%	70%	75%	80%

CCMR Board Outcome Goal

The percentage of graduating cohort students in TSIA2 English Language Arts & Reading will increase from 75% to 95% by the end of August 2025-2026.

Yearly Target Goals

2022	3	2024	25	6
75%		85%	%	
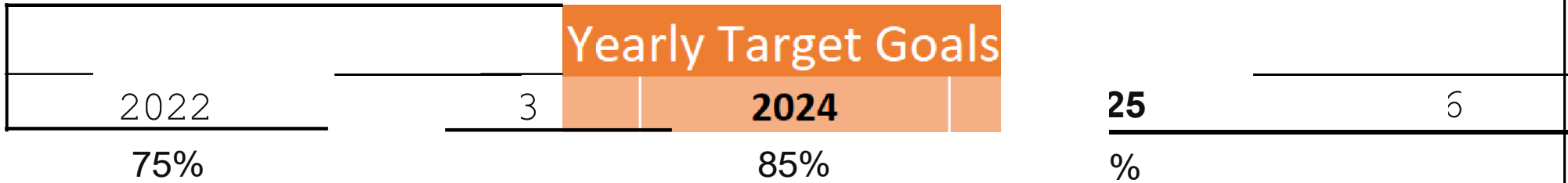
CCMR Board Outcome Goal

The percentage of graduating cohort students in Both Subjects TSIA2 (English Language Arts & Reading and Mathematics) will increase from 54% to 80% by the end of August 2025-2026.

Yearly Target Goals

2022	2023	2024	2025	2026
54%	65%	70%	75%	80%
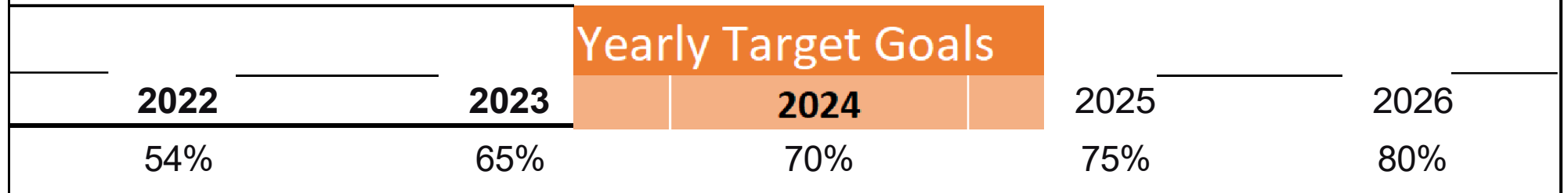
Math Board Outcome Goal

The percent of students that score meets grade level or above on STAAR Math will increase from 20% to 30% by June 2025.

Yearly Target Goals

2018	2019	2021		
19%	27%	16%		

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: $ To be updated

Total FTEs funded through SCE at this District: To be updated

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

2024-2025 Special Education Consolidated Grant Application planning allotment: $

Breakdown of planning allotment:

Payroll (6100)	$
Professional and Contracted Services (6200)	$

Breakdown of current Special Education identified students at NFPS:

NFPS Campus	Student Enrollment Count
Madla ECHS	
Davis ECHS	
Garcia ECI	

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
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	All Students	DIP Committees	11 Instruction 12 Instructional & Media	Throughout ▪ 2024-2025SY May, July, August, December	Sign-in sheet; agendas, minutes	Improved student performance on state and local assessments. Meeting dates, agenda, meeting notes and sign- in	Quarterly and summative reviews

1112(a)(1)(A)] The LEA Title I, Part A Program Plan includes the statutory required descriptions noted in section 1112(b). [Section 1112(b) (1-13)]					sheets.	

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)] The LEA shall ensure that it has coordinated the Title I, Part A Program Plan with Other Elementary and Secondary Education Act programs, the Individuals with Disability Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D.	All Students	DIP Committees	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership (Special Education, Bilingual, State Compensatory Education, Dyslexia)	Throughout 2024-2025SY	Sign-in sheet; agendas; minutes	Improved student performance on state and local assessments	Quarterly and summative reviews

Perkins Carrer and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate [Section 1112(a)(1)(B)]						

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 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	All Students	District Committees	13 Curr. Develop & Instructional Staff Development Programs are coordinated with Title I, Title IV, Special Education, Bilingual, State Compensatory Education, Dyslexia, CCMR	Throughout 2024-2025 SY	Sign-in sheet; agendas; minutes	Improved student performance on state and local assessments	Quarterly and summative reviews

| 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)] 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)] The LEA Plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards [Section 1112(a)(3)(B)]	All Students	DIP Committees	13 Curr. Develop & Instructional Staff Development 23 School Leadership	- - July 2024-June 2025 Quarterly	Sign-in sheet; agendas; minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews

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	DIP Committees	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025 Quarterly	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	DIP Committees	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025 Quarterly	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	All Students	District Support Staff Campus Administration	31 Guidance & Counseling, 33 Health Services, 41 General Administration, 52 Safety and Security	July 2024-June 2025 Quarterly	Transfer Requests Documentation, Parent Meeting Documentation, Presentation	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews

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 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]							
Strategy 8: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (i.e., Homeless LEA Reservation)	Students identified as homeless	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling, 33 Health Services, 41 General Administration, 52 Safety and Security	July 2024-June 2025 Quarterly	Enrollment records, requisitions, tutoring logs, meeting minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews
Strategy 9: How the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early	Does not apply to NFPS as						

	it						

childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs (i.e., LEA Reservation for Preschool)	serves 6-12 grades					
Strategy 10: How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in school's operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A (i.e., Multiple, educationally related, objective criteria)	NPFS does not have targeted assistance campuses for the 23-24 SY as determined by the DIP planning committee	District Support Staff Campus Administration				

Strategy							
Strategy 11: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	All students	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling, 33 Health Services, 41 General	July 2024-June 2025 Quarterly	Enrollment records, ECHS Blueprint, meeting minutes	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews
Strategy 12: Every Student Succeeds Act (ESSA) Application Public Notice The Texas Education Agency requires a Public meeting be held for the purpose of providing information on the consolidated application and participation of the Federal Grant, Every Student Succeeds Act (ESSA) and to get valued public input and comments regarding content and services for the 2024-2025 school year.	All Students	DIP Committees	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024	Sign-in sheet; agendas; minutes; presentation	Budget allotments and evaluation of programs	Quarterly and summative reviews

		Administration, 52 Safety and Security					

Instructional Priorities: 6th-8th grade

Strategy Details	Student Population	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Result/Impact	Formative/ Summative
Strategy 1: Academic Lab will be embedded into the master schedule that makes tutoring and targeted support available for students within the school day.	All Students	District Support Staff Campus Administration Academic Teams	11 Instruction 12 Instructional & Media, 13 Curr. Develop & Instructional Staff Development, 23 School Leadership	Quarterly 2024-2025 SY	Daily Attendance	Improved student performance on state and local assessments.	Quarterly and summative reviews, Attendance and unit exams, benchmark exams

Strategy							
Strategy 2: Students will be taught a systematic metacognitive process used in developing a plan(s) that supports critical thinking.	All Students	District Support Staff Campus Administration Academic Teams	11 Instruction 12 Instructional & Media, 13 Curr. Develop & Instructional Staff Development, 23 School Leadership	Quarterly 2024-2025 SY	Assignments, Attendance, Informal and Formal Assessments, T-TESS walkthroughs	Improved student performance on state and local assessments	Quarterly and summative reviews, STAAR, Interim Assessments, semester and final grades
Strategy 3: Goal setting based on student conferencing will be implemented for all grade levels and be shared during student-led parent conferencing that will be facilitated quarterly.	All Students	District Support Staff Campus Administration Academic Teams	11 Instruction 12 Instructional & Media, 13 Curr. Develop & Instructional Staff Development, 23 School Leadership	Quarterly 2024-2025 SY	Sign-in sheet; agendas; minutes, independent practice, walkthroughs, observation from Instructional Coach, T-TESS walkthroughs; Parent Conferences	Improved student performance on state and local assessments	Quarterly and summative reviews, NWEA MAP scores, STAAR Scores and semester and final grades
Strategy 4: Interventions will be embedded into the master schedule that makes tutoring and targeted support available for students within the school day.	All Students	District Support Staff Campus Administration Academic Teams	13 Instruction 14 Instructional & Media, 13 Curr. Develop & Instructional Staff Development, 23 School Leadership	Ongoing 2024-2025 SY	**Master Schedules**	Attendance, scores, grades	**STAAR scores, EOCs**

Strategy	Population	Responsible	Resources	Timeline	Formative Evidence	Expected Outcome	Summative Evidence
Strategy 5: Students will write daily across all content areas that demonstrate a depth of understanding on various topics, across multiple texts within and across genres.	All Students	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2023- - May 2024 Quarterly	Sign-in sheet; agendas; minutes, Exit tickets, PLC review of writing samples, T-TESS walkthroughs	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, PLC review of student artifacts, and evaluation of writing samples
Strategy 6: Dedicated science lab that supports hands-on demonstrations, activities and experiments to offer an immersive learning experience where students conduct investigations, use scientific inquiry and utilize the metacognitive process to guide their critical thinking and scientific problem solving.	All Students	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2023- - May 2024 Quarterly	Use of science lab, lesson plans, observation from Instructional Coach, T-TESS walkthroughs	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, Quizzes, Unit assessments, Informal and Formal Assessments
Strategy 7: Intervention through online/web-based platforms that support appropriate grade level science concepts to develop knowledge of topic based on individual student needs.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2023- - May 2024 Quarterly	Unit assessments, observation from Instructional Coach, T-TESS walkthroughs, student usage on platform	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects

Strategy 8: Sec. 28.029. MIDDLE SCHOOL ADVANCED MATHEMATICS PROGRAM. (a) To increase the number of students who complete advanced mathematics courses in high school, each school district and open-enrollment charter school shall develop an advanced mathematics program for middle school students that is designed to enable those students to enroll in Algebra I in eighth grade.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2024-May 2025 Quarterly	Unit assessments, observation from Instructional Coach, T-TESS walkthroughs, student usage on platform	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects
Strategy 9: Identify and document students who are at-risk of dropping out of school and provide supplemental services such as tutoring, HB1416 and accelerated instruction. Provide supplemental instruction to students that have not scored Approaches or higher on STAAR tests.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2024-May 2025 Quarterly	Unit assessments, observation from Instructional Coach, T-TESS walkthroughs, student usage on platform	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects
Strategy 10: Provided supplemental instruction in addition to instruction typically provided to students in the grade levels in which they are enrolled and including targeted instruction in the Texas	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Aug 2024-May 2025 Quarterly	Unit assessments, observation from Instructional Coach, T-TESS walkthroughs, student usage on platform	Improved scores in Benchmarks and Performance Assessment	Quarterly and summative reviews, Quizzes, Informal and Formal Assessments, benchmark,

Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas						

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
Strategy 1: Disaggregate student performance data (EOCs, benchmarks, NWEA MAP …) by objective, student expectations and subgroup to identify campus target areas utilizing AWARE	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Quarterly 2024-2025 SY	Data walls; T-Tess; walk-throughs	Improved student performance on state and local assessments.	Quarterly and summative reviews
Strategy 2: Utilize evidence based instructional resources for core academic areas to include AVID and MTSS	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Quarterly 2024-2025 SY	Data walls; T-Tess; walk-throughs	Improved student performance on state and local assessments	Quarterly and summative reviews
Strategy 3: Develop, utilize, and analyze rigorous classroom instruction, technology, curriculum, and assessments.	All Students, Sub populations (Special	District Support Staff Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional	Quarterly 2024-2025 SY	Data walls; T-Tess; walk-throughs	Improved student performance on state and local assessments	Quarterly and summative reviews

	Education, EB, 504, Dyslexia)		Staff Development 23 School Leadership				

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
Strategy 1: Develop, implement, & monitor the implementation of AVID, 504 Program, Dyslexia Program, MTSS, Special Education Program, Bilingual Program, Character Strong	All Students	Campus Administration Academic Teams	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership AVID training, curriculum,	July 2024-June 2025	Master schedule; student attendance; agendas and meeting with AVID teams	Improved student performance on state and local assessments	Quarterly and summative reviews
Strategy 2: Provide appropriate interventions to students based on qualifying criteria. NFPS will implement a Multi-Tiered Systems of Support (MTSS)	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	Campus Administration Academic Teams Teachers	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	Tutoring agendas; sign-in sheets; MTSS agendas	Improved student performance on state and local assessments	Quarterly and summative reviews

Framework focusing on intervention best practices in academics, behavior, and social/emotional support for the whole child. Tiers are based on student needs and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.			31 Guidance & Counseling				
Strategy 3: Provide teachers with accommodations and modifications for special education, 504 and EB students	Sub populations, Sub populations (Special Education, EB, 504, Dyslexia)	Campus Administration School Counselor Special Pops. Coordinator	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling	July 2024-June 2025	Spanish/English Letters & Emails Log of Notices Sent Home	Increased student growth	Quarterly and summative reviews

Strategy 5: The Effective Schools Framework is one of the five identified steps of the School Improvement Theory of Action. This cyclical process includes consistent assessment of current practices, prioritizing gaps in system/ practices, capacity building, and ongoing plan implementation support, around a common vision of the highest leverage practices.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	Campus Administration School Counselor	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling	July 2024-June 2025	Develop a management system that encourages positive student behavior, self-esteem, and a supportive climate to facilitate maximum student achievement. Promote activities that ensure positive student conduct and fair, equitable discipline practices. Review discipline data to plan, revise and monitor practices and procedures appropriately.	Increased student growth	Visit classrooms regularly; observe and gather data to adjust as necessary and appropriate to meet district and school goals and objectives relating to curriculum and best teaching practices.

Strategy 6: Increase social emotional support for students to increase attendance, decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations to include McKinney Vento Homeless students.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	Campus Administration School Counselor	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling	July 2024-June 2025	Schedule of lessons, Scope & Sequence, Sign-in sheets, notes, analytic review of Character Strong Program	Implementation of lessons, counseling logs decrease in excessive absences (90% rule)	EOC Scores, attendance
Strategy 7: An LEA can waive accelerated instruction ratio requirements only by using an approved automated supplemental instruction product that is included on the HB 1416 Ratio Waiver List (RWL).	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	Campus Administration School Counselor	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling	July 2024-June 2025	Schedule of lessons, Scope & Sequence, Sign-in sheets, notes, analytic review of Character Strong Program	Implementation of lessons, counseling logs decrease in excessive absences (90% rule)	EOC Scores, attendance

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
Strategy 1: Teachers will attend PD to learn strategies to better align TEKS to the curriculum.	All Students, Sub populations (Special Education, EB, 504, Dyslexia)	District Support Staff Campus Administration Academic Teams Teachers	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	Excel spreadsheet on TEKS and curriculum	Student Achievement, Assessments, lessons	EOCs

Strategy 2: Provide all teachers individual instructional coaching in the common instructional frameworks	All Students	District Support Staff Campus Administration Academic Teams Teachers, Instructional coach	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 282-ESSER 6100	July 2024-June 2025	Evaluations, notes from teacher conferences quarterly	Student Achievement, Admin walk-through notes	T-TESS
Strategy 3: Implementation of T-Tess observation and feedback cycle; yearlong calendar and reset training at BOY	All Students	District Support Campus Administration Academic Teams Teachers	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	formal evaluations walk-through data reflective coaching sessions	Student Achievement Effective Instructional Practices Teacher Retention	Monthly

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
Strategy 1: Develop a master schedule that maximizes the instructional day for all students.	All Students	District Support Staff Campus Administration Academic Teams Teachers	11 Instruction 23 School Leadership	July 2024-June 2025	Master Schedule, District Performance Data; Benchmarks, Semester Exams	Increase success of all students and sub-pops	9-week progress checks

Strategy	Grade	Staff Responsible	Funding Source	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative
Strategy 2: Support students in course crosswalk selections with PAC/SAC	8-12	District Support Staff Campus Administration Academic Teams Teachers	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 31 Guidance & Counseling	July 2024-June 2025	Master Schedule, Student Selection Forms, Interest assessments, student meetings, parent input, published degree plans	College Credits earned, TSI compliance rate	semester
Strategy 3: Identify and implement professional learning specific to tech systems that are district based (Ascender, Frontline, NWEA)	All Students	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration 53 Data Processing & Technology Services	July 2024-June 2025	Campus/District observations, training logs, and assessment result improvement, Surveys; staff requests	Increase of student achievement and skills in the classroom	T-Tess
Strategy 4: The MOU or ILA shall include the goal of the ECHS and IHE partnership and a description of how the goals of the dual credit program align to the Texas Statewide Dual Credit Goals.	9-12	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	July 2024-June 2025	Benchmarks, Assessments	EOCs, Final Exams	Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals

Strategies and Action Steps	Student Population	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Strategy 5: The ECHS program shall offer a course of study that provides a detailed and relevant course sequence to the postsecondary opportunities aligned to the high school and college courses provided to the ECHS students. This crosswalk must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM).	9-12	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	July 2024-June 2025	Master Schedule	Degree Audits	Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree

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

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	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	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	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	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 work for each student. The test is to determine the students' readiness for success in academic college courses. | 10th grade | District Support Staff Campus Administration | 11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership | July 2024-June 2025 | 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 |

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
Strategy 1: English Language Learners will be supported in core-content area through evidence-based learning strategies.	EL identified students 6-12th grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development	July 2024-June 2025	Implementation of strategies, walkthrough	Increased student achievement of ESL identified students	TELPAS STAAR # of ESL certified staff SIOP training CBLI
Strategy 2: Continued Special Education professional	6-12th SPED identified students	District Support Staff	11 Instruction	July 2024-June	Professional Development	Discipline Referrals ARD Documents and Compliance Rates	RDA; Sped Self-Assessment SPP Indicators

				2025			

		Campus Administration	13 Curr. Develop & Instructional Staff Development 23 School Leadership		Plan, Signature page, Agendas		
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	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	Professional Development Plan, Signature page, Agendas, Implementation of strategies, walkthrough	Review all data – September, January, March, June	Increase in test scores, PGR, and grades, RDA; Sped Self-Assessment SPP Indicators

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
Strategy 1: High partnership engagement with the IHE partners, Palo Alto College	9th – 12th grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	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, writing and language.	9th−11th grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	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. District goal is 98% attendance daily.	6th – 12th grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	July 2024-June 2025	Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies, Shmoop, Attendance recovery logs	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
Strategy 1: Campuses co-located on campus of IHE partner	9ᵗʰ⁻12ᵗʰ grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration Facility Charge	July 2024-June 2025	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)	10 – 12ᵗʰ grade	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration Student Tuition, textbooks cost	July 2024-June 2025	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	All Students	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	July 2024-June 2025	Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package,	Review all data – September, January, March, June	Increase in test scores, PGR, and grades

college readiness skills						

using research-based practice and teaching methodology promoting WICOR strategies. This will increase student ownership, accountability, and critical thinking			Student Tuition, textbooks cost, AVID Summer Institute		and an online course library.		
Strategy 4: ECHS are required to meet the Outcome-Based Measures (OBMs) to receive the Texas Education Agency (TEA) ECHS designation related to access, achievement, and attainment.	9-12	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	July 2024-June 2025	Signed MOU, Degree crosswalks, Parent conference logs, Spring semester degree audits	Test scores, student grades & progress	Student attainment of postsecondary opportunities such as Dual Credit, Certifications, up to 60 college credit hours, or an Associate Degree.
Strategy 5: ECHS will allow students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level	9-12	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	July 2024-June 2025	School structures and policies, regularly convene leadership teams and ensure adequate staff capacity for the successful implementation and sustainability	School board and board of regents' presentation ECHS/IHE Leadership Meeting Agendas	Documents outline the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership

courses while participating in rigorous and accelerated instruction.						

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
Strategy 1: Conduct all required safety drills as per regulation. To include all required trainings: active shooter, safety policies, procedures, and protocols.	District Support Staff Campus Administration	52 - Safety and Security	July 2024-June 2025	Monthly safety drill logs; safety meeting agenda, minutes	Compliance with safety regulations	Sentinel, 425 Report SAFE Survey

Strategy	Person Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative
Strategy 2: Per TEC 37.081(d) NF has partnered with the San Antonio Police Department (SAPD) and Palo Alto College Police Department (PAC PD) to ensure the safety and security of all campus stakeholders. Duties include: Responding to emergencies, Enforcing Campus Rules, Campus Monitoring & Surveillance, De-escalating conflicts, Building Relationships, Advising on Safety, Monitoring Activities, Ensuring Compliance.	Superintendent Safety Committee	52 - Safety and Security Safety Grant	August 2024 – May 2025	Memorandum of Understanding and Accounts Payable	Compliance with safety regulations HB3	Sentinel TEA District Vulnerability Audit
Strategy 3: Training will be provided for Abuse, Neglect, and Sexual Abuse annually as part of staff development	District Support Staff Campus Administration	Region 20 Module Coop 31 Guidance & Counseling	Annually	Training schedule, certificates	Increased staff awareness of abuse issues	
Strategy 4: Provide training to prevent bullying by fellow students and staff	District Support Staff Campus Administration	Region 20 Module Coop 31 Guidance & Counseling	Annually	Training schedule, certificates	Reduction in bullying incidents	Discipline reports
Strategy 5: Perform internal safety and security audits at all campuses every year and external audits every three years at a 100% completion rate.	District Support Staff Campus Administration	Approved NFPS Safety Plan	July 2024-June 2025	Monthly safety drill logs; safety meeting agenda, minutes	Compliance with safety regulations	425 Report SAFE Survey
		11 Instruction				

Strategy 6: Form a safety committee with campus team leaders, first responders and parents involving community first responders, fire department, SAPD and ACPD	District Support Staff Campus Administration	13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration 51 Plant Maintenance & Operations 52 Safety & Security	3x a year	By committee meeting minutes	Committee meeting minutes; Multi-Hazard Emergency Operations plan	Safety Survey Incidents reported

Strategy 7: Provide training on the NFPS emergency operations manual and evacuation map to all school campus personnel for every student and staff occupied space.	Safety Personnel	23 School Leadership 52 Safety & Security	Annual	Review manual in every classroom with teacher	Campus Leadership Teachers discuss procedures with students and the timing of evacuation.	Safety Survey
Strategy 8: Health Services will support the District by actions which will lead to improved performance for all students and student groups as well as student safety. To help students treat minor injuries or illnesses and support students with chronic health issues.	District Support Staff Campus Administration	33 Health Services	Annual	Clinic log and medication log	Number of student visits,	Clinic log and medication log, Annual screenings, Number of trainings and meetings, Attending trainings and number of email correspondence
Strategy 9: Character Strong SEL Program- Research-based Social Emotional Curriculum that provides: Character development lessons for 6-12 grade students, Tier 2 solutions 6-12 (for group or individual counseling), PD for employees The curricula and professional learning are grounded in research and focused on fostering the Whole Child with vertically aligned lessons that teach SEL and character, side-by-side.	District Support Staff Campus Administration Classroom Teachers	23 School Leadership 31 Guidance & Counseling 61 Community Character Strong SEL Program	Annual	Continued-demand learning opportunities and on-going support Character Strong Scope & Sequence Pre & Post Surveys	Students will have lessons once a week with follow-up conversations/ discussions	Number of student referrals for Tier 2 services, Develop and create Social-Emotional Learning activities to support student's needs to include Tier 1, Tier 2 and Tier3 interventions.

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
Strategy 1: Maintain communication utilizing technology such as Schoology, Constant Contact, Facebook, and the District Website.	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration 53 Data Processing & Technology Services	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
Strategy 2: Offer multiple opportunities and types of sessions to share information on engagement.	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community	Quarterly	Training agendas/calendar of offerings	Participation rates	Annual Parent Survey; attendance at sessions; session feedback

Strategy 3: Increase opportunities for parents to feel comfortable providing input in stakeholder sessions.	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community	Quarterly	Sign In Sheets Agendas	Participation rates	Annual Parent Survey; increased participation by parents in stakeholder meetings
Strategy 4: Hold a Public Hearing to have stakeholder input on application for Federal Grants.	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community	July 2024-June 2025	Sign In Sheets Agendas	Participation rates	Attendance (in-person & virtual), Presentation

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
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)]	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community 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

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)]	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community 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 effectiveness of the policy AND Copy of annual evaluation	Participation rates	Copy of LEA's written parent involvement policy, 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	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community 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

high standards. [Section 1116 (d)]				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)]	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community 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 effectiveness of the policy AND Copy of annual evaluation	Parent/Family communication and attendance with district events/functions	Presentation
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	District Support Staff Campus Administration	23 School Leadership 31 Guidance & Counseling 61 Community PFE Supplies, snacks	Quarterly	Sign In Sheets Agendas	Participation rates	Presentation (Annual Title I Meeting)

classroom teacher(s). [Section 1112 (e)(1)(A)]					

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
Strategy 1: Delineate a robust recruiting plan to include (job fairs, screening process, advertising, consultants, and resources.) ● consider available partnerships and incentive programs	District Support Staff Campus Administration	11 Instruction 23 School Leadership 41 General Administration	July 2024-June 2025	Public Meeting Report	Teacher quality improvement	HQ Report; consultant EOY review; advertising metrics
Strategy 2: Create an onboarding process to support instructional and non-instructional staff ● 90-day evaluation period for new employees	District Support Staff Campus Administration	11 Instruction 23 School Leadership 41 General Administration	Based on new hire dates (ongoing)	observations	increased students' performance	Evaluation Retention Rate

• Surveys for feedback on support structure						
Strategy 3: Develop an effective and robust substitute program/guide to build consistency in personnel.	District Support Staff Campus Administration	11 Instruction 23 School Leadership 41 General Administration	completion date of on-going	survey, exit interviews	vacancies, attrition and evaluations	survey, exit interviews

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: Continue to support the online platform that manages the teacher evaluation system (timelines, due dates, training support). • administrator support for T-Tess and non-instructional staff evaluations	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development	on-going	Strive Reports	Increased student performance	Evaluations completed; walk-throughs

		23 School Leadership 41 General Administration					
Strategy 2: Provide a system to support professional development for staff. ● NFPS Professional Development Plan (job specific; district-wide guidance)	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	on-going	Strive Reports	Increased student performance	Evaluations completed; walk-throughs
Strategy 3: 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)]	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development	on-going	Strive Reports	Increased student performance	Evaluations completed; walk-throughs

Strategies and Action Steps	Person(s) Responsible	Fund Source / Resources	Timelines	Evidence of implementation	Evidence of Impact	Formative/Summative
		23 School Leadership 41 General Administration				
Strategy 4: 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)]	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	on-going	Strive Reports	Increased student performance	Evaluations completed; walk-throughs

Strategies and Action Steps	Person(s) Responsible	Fund Source / Resources	Timelines	Evidence of implementation	Evidence of Impact	Formative/Summative

Strategy	Responsible	Budget	Timeline	Resources	Formative/Outcome	Evidence
Strategy5: Shop and compare products and services for quality and price.	District Support Staff Campus Administration	41 General Administration	July 2024-June 2025 (and ongoing)	Market comparative studies	Employee Surveys Increase employee participation in products and services offered by the District	Participation reports
Strategy6: Participate and network with other HR Professionals to ensure best practices in HR department	District Support Staff Campus Administration	41 General Administration	July 2024-June 2025 (and ongoing)	Market comparative studies	System of support in the HR department	Participation reports
Strategy7: Recognition of employees based on performance and attendance	District Support Staff Campus Administration	41 General Administration	July 2024-June 2025 (and ongoing)	teacher retention rate;	Increased student achievement Reduced teacher absences Increase teacher retention	perception survey; board reports
Strategy8: Facilitate climate committee meetings with district-wide committee.	District Support Staff Campus Administration	41 General Administration	Quarterly	Surveys	improved	increased rates of employee satisfaction

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
Strategy 1: Monitor and update a process/management system for tracking and inventory of technology purchases and owned devices. Deprovision end-of-life devices.	District Support Staff Campus Administration	41 General Administration 53 Data Processing & Technology Services	July2024-June 2025	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
Strategy 2: Provide an on-site system of support at each district satellite office/campus Respond to incidents in less than 24 hours to minimize downtime.	District Support Staff Campus Administration	41 General Administration 53 Data Processing & Technology Services	July2024-June 2025	ticket system, sign-in	Teacher usage; support work orders; effective technology implementation at all sites	Surveys, tickets, timesheets
Strategy 3: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.	District Support Staff Campus Administration	41 General Administration 53 Data Processing & Technology Services	July2024-June 2025	ticket system, sign-in	Teacher usage; support work orders; effective technology implementation at all sites	Surveys, tickets, timesheets

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
Strategy 1: Enact meaningful and purposeful print and other media campaigns to increase awareness of our educational and community goals, efforts, and initiatives	District Support Staff Campus Administration	41 General Administration 51 Plant Maintenance & Operations 53 Data Processing & Technology Services	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
Strategy 2: Produce highly effective initiatives to attract philanthropy, investors, high quality staff and future students	District Support Staff Campus Administration	41 General Administration 51 Plant Maintenance & Operations 53 Data Processing & Technology Services	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
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.	District Support Staff Campus Administration	41 General Administration 51 Plant Maintenance & Operations 53 Data Processing & Technology Services	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

Strategy 4: Increase enrollment and maintain waiting lists via effective communications –Maintain a waiting list	District Support Staff Campus Administration	41 General Administration 51 Plant Maintenance & Operations 53 Data Processing & Technology Services	Monthly Ongoing	Attendance and hosting of Grassroots recruitment events, community outreach initiatives, school expos, and third-party partnerships (Schola)	Full enrollment and wait list	Superintendent's Report, PEIMS Data

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
Strategy 1: Identify and facilitate meetings with local businesses, philanthropy, and institutions of higher education to include local universities and colleges. Meetings facilitate effective transitions for students from middle grades to high school	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership	Monthly	Business call meeting report	Maintain current business partners	Superintendent's Report

Strategies and Action Steps	Person(s) Responsible	Fund Source/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
and from high school to postsecondary education.		41 General Administration				
Strategy 2: Support campus financial needs through the annual fundraising functions.	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development 23 School Leadership 41 General Administration	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

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

Strategy 1: Provide training in various areas of fiscal compliance, to enhance understanding of financial and regulatory requirements	District Support Staff Campus Administration	11 Instruction 13 Curr. Develop & Instructional Staff Development	July 2024-June 2025	Sign-in sheets and meeting agendas Presentation material	Improved dialogue between District and Campus	TAPR Report-Financials
		23 School Leadership 41 General Administration				
Strategy 2: Monitor District Budget and financials monthly	CSS Consultants	41 General Administration	July 2024-June 2025	Monthly Board reports	Annual fund balance growth	TAPR Report FIRST Financial Solvency
Strategy 3: Work with District and Campus leaders by providing feedback on budget issues	District Support Staff Campus Administration CSS Consultants	41 General Administration	July 2024-June 2025	Meeting Agendas Financial Reports	Annual fund balance growth	TAPR Report FIRST Financial Solvency
Strategy 4: Develop strategies cooperatively with District and Campus leaders to maximize allocations of available resources to targeted needs to include areas of professional development	District Support Staff Campus Administration CSS Consultants	41 General Administration	July 2024-June 2025	Summary reports of meetings Timelines for achieving targeted goals	Visible improvements annually to various targeted campus initiatives	TAPR Report FIRST Financial Solvency
Strategy 5: Maintain the Community Eligibility Provision where all students eat a free breakfast and lunch to combat hunger and improve academic achievement	District Support Staff Campus Administration	41 General Administration	July 2024-June 2025	POS reports	Student enrollment	Fitness Gram

Strategy 6: Seek training that will assist in developing innovative investment options; work with NFPS educational partners	CEO	41 General Administration	July 2024-June 2025	Changes in investment options	Measurable growth in District investment portfolio	TAPR Report FIRST Financial Solvency
Strategy 7: 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	District Support Staff Campus Administration CSS Consultants	41 General Administration	July 2024-June 2025	Summary reports of meetings Timelines for achieving targeted goals	Annual fund balance growth	TAPR Report FIRST Financial Solvency
would receive in the absence of Title I funds; or, it has a formal Statement of Exemption. [Section 1118(b)]						
Strategy 8: 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 Campus Administration CSS Consultants	41 General Administration	July 2024-June 2025	Summary reports of meetings Timelines for achieving targeted goals	Visible improvements annually to various targeted campus initiatives, Student enrollment	TAPR Report FIRST Financial Solvency
Strategy 9: Maintain positive District fund balance growth on an annual basis. Seek and implement innovative investment strategies to complement fund balance growth. Develop and implement fiscal systems and processes that will ensure positive audit results.	District Support Staff Campus Administration	41 General Administration	July 2024-June 2025	Summary reports of meetings Timelines for achieving targeted goals	Student enrollment	TAPR Report FIRST Financial Solvency

Strategy 10: New Frontiers Public Schools uses Family Income survey, National School Lunch Program application to determine the student's economically disadvantaged status.	District Support Staff Campus Administration		July 2024-June 2025	Summary reports of meetings Timelines for achieving targeted goals	Student enrollment	TAPR Report FIRST Financial Solvency

~~2023-2024~~ District Budget
To be updated

New Frontiers Public Schools
Budget Io Actual {i!II fundi unaudited)
November 30; 2023
Fiis,cal V,ear
25%,complete
Academic V,ear 2.5% Com1pl'ete

	Approved Burfg:et Amem.dment #1	Approved Budget Amendment #2	Approved Fina I Budgeta5of 'JJJf 27/2023		Actual		%of Budget
Revenues							
Total Local fiunds	$ 872,498	$ 358,925	$	$ 872,498	$	555,741	63.70%
Total State Funds	4,451,799	(725,57 UJO)		4,451,799		664,561	14.93%
Tomi Federal Funds		1,228,340	(395,842)		1,228,340		
		22,309					LB2%
Total		6,552,637	(762,4881				
		6,552,637			1,242,612		18;96%
Expenses							
11 1nstruction	$ 2,9 3,526	$ (18a,046)	$	$ 2,953, 26	$	**586,147**	**19.85%**
12 Instmc:tiona,I & Media Resources	**8,301**			**8,301**		1,691	20.37%
13 Curriculum and S.taff Il!!!velopm@nt	HI.8,872			198,872		45,OSS	22.66%
23 School Lead'ersmip	861,42.9	(&2,:587)		861,429		166,701	19.35%
31Guidance & Couns ling	**267,6,85,**	(5,417)		**267,685**		10,,174	26.22¾
32 social worik services							
33Heallh ServIcecS	**80,21.8**			**80,218**		**19,809**	24.69%
34 Student Transportation	5,648			S,64&		3,102	54.92%
3.S Food Servi	H9,47O	530		179,470		**48,421**	26.98%

36 Ext,acurriC\Jlat Activiti	12,893,	(4,867)	12,893		
41,Glrn@ral Aclministration	640,507	(80,917)	640,507	157,895	24.65%
51 Plarit Maintenance & OiPerations	1,281,447	(208,418)	1,281,447	468,562	36.57%
52 Safety and Seourity	152,845	20,000	152,846	37,429	24.49%
53 Data Proce ing, & TechMlog,y Servioes	5&2,873	(15,553)	582,873	1412,196	24A0%
61 Community	18&,317	4,140	188,317	31,229	16.58%
71 Debt Sel"liO	389,213		389,213	41,SOO	L16%
81 Fundra,i:si11g S@,ryjc@s	4,000	5,000	4,000		
Total	7,807,245	(556,03:SI	7,8117,245	1,732,91.1	22.84%

,changern Net As:sets $ (ll,254,60.81.$ (206,4531 $ $ (1,254,608) $ (540,298) N&Assets:, Beginning of

Year (Estimated) S 4,232,767 $ $ $ $ 4,ZiH,767 Net Assets:, End o,f

Vear $ 2.,917S,159 $ (200,4531 $ $ (il,254,6081 S: 3,892,469

.il liJM\   Willt Dffl ii"'TltMMit +/-

	Three 'i'ear Average	2023 - 2024 New School \"ear	Three 'l'ear Average	Status & N.,1.,,	2022 -

5pl!Ci:ll iidlllCi'lti011Allotment

As of 1]/J 3

'2.500   l'«<tsUA's3-,-.ar
5511;   ,:ompiiant ,111d ;,nmsal
359,875 rill(llfflffl . I iil li

.229,.026   .!14,.l29   f.SMOO   229,14

125,96'1	**SS'%** 111,&SI	**56%** 361..,fiO	55,r,

.23-Spe:dal EC:tL-catlOfl Mjusted A'llotme11t   213-,64
Allatmer,t,:, fortlle,School rear   55%
Compliance /VoolU111t   117,5115

YID Tota.l E,p,011 - J:u11d t /<llO- PIC 23, 3l   21tt,.17J.   M,2..ns   **M,aa1**   **:ZU,:&18**   fHli! r MOF rti:1 11ir u
Percem E:,peooell   **lll'lo**   1,61,.   25%   120%   76% J-l'fl1tam,pliant:• Mft

BILINGUAL AI.L01MEiNil'

Allatmerll % for tile, sdi,ool 'l'ear   55"   s.5%   56%   55   SS:"
Compliance /<mocrnt   16,1100   3,166   25..43'6   5,176   1].81]

YID Tata! E•fl"""" - J:u11d 1 /4ll'.J,- PIC 25, 35.	**12D.,llU**	**100.79&** ;o,s4	**10,BIS** s_g g	**lll!,.t!lZ** '9/TG	**3,531.H** **4-ll.24!**	**1111,215** 9.AH	25.114	**M,..1, TIEA"• l1""'r** oo,·npliBMll'and iMll'.lUBl .allotment.

.25-Bili111gual lel!lJC3lli0fl AllOtnW!nt   5,371

Perfe,lt E.perweil   71.!1%   !0-Bti!l'.   :11'.11%

Stat,eCampen5atoryEducati.on AlllJliment

!!!!!! l-Y>Ni'tam.iifiinc■M..

30-(0rlfii,.il<!i.llOO<)' Eilu(alioo AllOtillE!illl   ,00.449   1, u4   11111Ji2.1

184,'THI   1.1 ,ll   t.211,290
]l!,l'1!   !:44J,11 Allotment,:, for tile, ScOO<ll
'l'ear   !i "-
    5 ,,&
(omplii!Tl Amo<t1mt   439',69·7

P1F,3'6
10 595
199,5-16· YTD Tata! E,p,:.n,i,:;i.• J:u11d 1 /420 •
Pl(24, 30, ;t4   **622µ5**

J,D3,3cl:l

MN!l$ IfEA"5 i!:1'!:'!r UNnp:li:mcea 111:md iMlrlLIBl .allalnl!!nt.

i>.,,c;,,,l E.µ;;.ndi,il

Dysle:llla l'iducation Aaotrnent

		141%		,641%		213&%	7'.9%	431%	3-... rCDmJliant■ M ,
							Al fïr 11J!lDflD'l3		
37-Dfslo->i!l Allblm•r1t		UM'	4 12.	ll,Mll,		. 27	S,240	21	Doe NIYT Meel!i
Alla!ment % tOJ tile. SC!t.ool rear		10011\	1001'	100"		100!11	100W.	100\li	TE.A's S-year
COlnplla'l{'e Arp,oo111t		:ulll7'	4,312	ll,006		ztl.,327	-2 0	21.	oo<Jl liari e·,and
YTD Ttital F.,p,..111! • '-'"d t99t4 o- Pieis.1	!	UDO	3,§SII	21,0SI		1.oa			
Perci,mE>p., ,,...,i:1	in"	197%	4 %		1n%	IS')l;			

13,6111 ·., nu lllg rT>!lnt.
n 3--'M■r CDm,.it•nc■ Mid

<1fi OflMl

COAR OI.IICOMI:S BONUS

38-1::!::MR1::lutoami:¦;1eoou•		!ibJlOO	150.000	1il,lXIO		I2-\11Qa:l	':l:il!)lOQ	IXIO	Dae NDT Meets
Allati'riei'lt % IOI t1;., S!Stl!O{Jl 'l'ear		.!!5it						5!:11\	Ell's S-year
Complian{e .Am!OIU111t		00	112,500	2,S,00		1711..200		168.JOO	oom llan ·,md
YTD'ltital •P .111!1! • u11d- 99',1420 • PIC- 8		60,0QO	105,JH	155.JSZ					
Oilli		73"	2.4!,%	!B.%					

17"2,HO ilillnual ,all·otment,
IC3% :J.YJ11•!Cn llnc,.NOTMlfl

IDt:A-11MaintenanII,ieOi ffort

	JintQuUltr	Stca!MIQ.i,-t Thlt<IQuaru.t Folll'll,IQ_u-, JNI 2 -			
SMl!t UiCl ocal - l.liityUrOf eontpift!le. 24117-201.B:	$	i15,.22'9 :S	B'!S,.Z $	i:15,1}/} $	lJs,.119
11"Hl2•YID ala il•O'!i-r.,ild 1991420- PIC23.	S	4!,2.86 S	$	$	!Un
Tes! 4. Per-Cap S-i!:1.-Lnl)l<lor orc""'l'NiMe :!'O.:!f-.2M2	$	}.AU $	u,,; $	.U-"G $	
T.at 4-l" r-Cllplta &llL-T01lll E IM()!i<lB-f\Xld 1 /42()-l'lC 2J, 33 $		241 $	194 $	194 S	194

District Parent & Family Engagement Policy

2023-2024 <mark>To be updated</mark>

What is it?

New Frontiers Public Schools is committed to our vision: To graduate scholars that are poised to elevate their communities, with their purpose and create opportunities. We put into operation programs, activities, and procedures for the involvement of parents in all its schools with Title I, Part A programs. Title I, Part A funding supplements state and local education funding for low-income students.

Expectations & Objectives:

Participation and involvement of all parents and families is important. New Frontiers Public Schools will ask parents to work within the community to garner support for events such as family nights, parent workshops, parent conferences, and various other parent events. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Parental involvement is the participation of parents in regular, effective two-way, and meaningful communication with their child's school. It involves student academic learning and other school activities, including and ensuring that:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.
3. Parents are partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The District will:

New Frontiers Public Schools District will provide all campuses with the coordination, technical assistance, and other support necessary to build the capacity for the best parent, student, and teacher engagement for our district and schools. The district, with the assistance of the campuses, will provide information related to student achievement, school performance, school and parent programs, meetings and other opportunities for participation and are sent home or provided virtually in both Spanish and English, whenever possible. This information includes, but is not limited to, copies of the Parent and Family Engagement Policy, School-Parent Compact, announcements, newsletters, mid-term and semester grades, school profiles and student test results. A variety of mediums will be used to communicate other vital information with families to include phone calls, text/messaging, emailing, and social media. The school's most viable tool for communication, for both families and students, are the platforms: Schoology and Canvas.

- The district will:
    - ❖ Distribute and make the District and Campus Parent & Family Engagement Policy readily available to the parents of each student participating in the school-wide Title I program in the following manner:
        - ✓ Posting it on our district website, and keeping it up to date
        - ✓ Sending a printed copy home with every student (as requested)
        - ✓ Distributing printed copies and QR codes to the electronic version at all the school's meetings
    - ❖ The Parent & Family Engagement Policy will support student achievement and incorporate all levels of involvement to include parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community.
    - ❖ Parents from all campuses are strongly encouraged to participate in school activities and may participate in school board meetings.
    - ❖ Have a district representative at every school's annual Title I Meeting and PFE events
    - ❖ Per request, provide the qualifications of a child's teacher
    - ❖ Assist schools with the evaluation and revision of the PFE policy and school-parent compact
    - ❖ Evaluate the District Parent and Family Program and its policy throughout the year and revise as needed per findings of the evaluation.
    - ❖ Provide training to district employees on the most effective PFE strategies
    - ❖ Involve parents in the planning, developing, evaluating, and revising of support the District/Campus improvement plans
    - ❖ Offer meetings at various times and days in-person and/or virtually. Meetings and other more traditional methods of engagement will take place virtually and/or in person to best meet the safety needs of the entire community. Opportunities to respond to parent suggestions and concerns are provided during these meetings.
    - ❖ Offer opportunities for parents to participate in decision-concerning services and programs are also offered at all our campuses.

❖ Hold activities to build parent and family engagement as described throughout this policy. It is part of our role to model and teach our families how to help their students learn and how to be involved in decision-making about the education of their students. Barriers that could possibly hinder the participation of parents will be explored and identified throughout the school year and during our annual evaluation. Particular attention will be paid to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any at-risk racial or ethnic background. The needs of parents to assist in their student's learning and identifying strategies to support successful school family interactions will be emphasized. Evaluations and surveys will be utilized to help identify these barriers and the school will use these findings to design evidence-based strategies for more effective parent and family engagement.

➤ Meetings will consist of:

- Campus Title I Meeting – details about Title I services,

  the Parent and Family Engagement Policy, and the school

  compacts will be discussed and attendees will be asked to provide

  feedback.

- Public Hearing prior to ESSA application for federal funds

- State Testing - Each campus will provide a brief overview for parents of the required state assessments including information related to

  - the state's academic content standards
  - the state's student academic achievement standards
  - the state and local academic assessments including alternate assessments
  - the requirements of Title I
  - how to monitor their child's progress
  - how to work with educators

- Family Workshops that are pertinent to students in 6th - 12th grade

- Parents are provided opportunities to attend select training and conferences for increasing their knowledge and awareness on assisting their child academically. A parent Bootcamp is held to assist parent/families gain

information and have an opportunity to ask questions and provide feedback.

- Deputy Superintendent will hold virtual meetings in the Fall
and Spring to inform parents/families of district information and gain feedback.

❖ Consult with business leaders and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education as a resource for building optimum capacity for community engagement for the school. This will provide coordination, technical assistance, and other support necessary to assist and build capacity of all schools.
❖ Ensure all campuses will also coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs. Coordinate & integrate PFE strategies: Campus meetings, Educate Texas meetings, Enrollment meetings,
❖ Provide parents and families with a means to submit requests for additional support in helping their student achieve and/or how to be more involved in their student's education. They may do so in person, via email or through campus communication platforms.
❖ Send surveys out to parents to gather input from parents regarding topics of need and to identify barriers to parent participation. Use the findings of the evaluation to revise the program & policy, involve parents in the activities.
❖ Ensure written or verbal translations are made available for parents and families who have a home language other than English or Spanish whenever possible- to include interpreters for the deaf. We ensure the ability of parents with disabilities to participate by providing handicapped access to classrooms and buildings where meetings are held when applicable.

Una versión en español está disponible en la escuela.

A Spanish version is available at the school.

Date Reviewed/Evaluated: November 2023

Date Distributed: December 2023

Program Implementation Statute	Required Documentation for Compliance
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)]	● Copy of the LEA's Title I, Part A Program Plan ● Meeting agendas ● Meeting notes ● Sign-in sheets/participant rosters documenting stakeholder consultation in the development of the LEA Title I, Part A Plan ● Surveys
2.The LEA shall also ensure that it has coordinated the Title I, Part A Program Plan with Other Elementary and Secondary Education Act programs, the Individuals with Disability Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate [Section 1112(a)(1)(B)	● Copy of the LEA's Title I, Part A Program Plan ● Sign-in sheets with program name next to the stakeholder's name and role
3.The LEA plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards [Section 1112(a)(3)(B)	● Copy of the LEA's Title I, Part A Program Plan
4.The LEA Title I, Part A Program Plan includes the statutorily required descriptions noted in Section 1112(b). [Section 1112(b)(1-13)]	● Copy of the LEA's Title I, Part A Program Plan
5.The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan. [Section 1112(a)(5)]	● Copy of the LEA's Title I, Part A Program Plan ● Meeting agendas, meeting notes, sign-in sheets documenting periodic review of the LEA Title I, Part A Program Plan ● Calendar of meeting dates

Title I, Part A LEA Program Plan
Statutory Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions:

Description 1:
How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] –

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; **Goal 1, Performance Objective 2, Strategy 3**
2. Identifying students who may be at risk for academic failure; **Goal 1, Performance Objective 3, Strategy 2**
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and **Goal 1, Performance Objective 3, Strategy 2**
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning **Professional development, student safety.**

Description 2:
How the LEA will identify and address any disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? **NFPS hires a remediation teacher/interventionist, who does accelerated instruction at Madla.**

Description 3:
How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) **Does not apply to New Frontiers Public Schools, as there are no schools identified as needing School Support and Improvement activities.**

Description 4:
The poverty criteria that will be used to select school attendance areas under Section 1113 (i.e., Within-LEA Allocations Procedures) **New Frontiers Public Schools uses Family income survey, National School Lunch Program application to determine the student's economically disadvantaged status.**

Description 5:
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. **The DIP contains specific activities/programs that are funded with Title I, Part A.**

Description 6:
1. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (i.e., Homeless LEA Reservation) **Goal 1, Performance Objective 1, Strategy 8**

Description 7:
The strategy the LEA will use to implement effective parent and family engagement under Section 1116 (i.e., LEA Written PFE Policy) **Evident with the Parent and Family Engagement policy.**

Description 8:
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs (i.e., LEA Reservation for Preschool) **This does not apply to New Frontiers Public Schools.**

Description 9:
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in school's operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A (i.e., Multiple, educationally related, objective criteria) **New Frontiers Public Schools does not have targeted assistance campuses for the 2023-2024 school year as determined by the DIP planning committee.**

Description 10:
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]
1. Coordination with institutions of higher education, employers, and other local partners; and **District Goal 12, Performance Objective 1, Strategy 1**
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills **District Goal 1, Performance Objective 1, Strategy 11**

Description 11:
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students **District Goal(s) 1 & 4, Performance Objective (s) 3 & 1, Strategies 1 & 8 SEL and Character Strong**

Description 12:
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]
1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; **District Goal 2, Performance Objective 1, Strategy 5** and
2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit **District Goal 2, Performance Objective 1, Strategy 4**

Description 13:
Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]
1. Assist schools in identifying and serving gifted and talented students; and **NFPS does not have a GT program currently.**
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improved academic achievement. **Available at the MS.**