Nederland Independent School District

Highland Park Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

IMAGINE · INNOVATE · INSPIRE

HIGHLAND PARK

ELEMENTARY SCHOOL

Mission Statement

The mission of the Highland Park Elementary staff is to provide highly effective, differentiated instruction, in student-centered learning environments, resulting in an educational experience designed around our students' individual differences and learning styles. As a campus, we foster teamwork among our parents, teachers, and community members to meet the high expectations set forth by the Nederland Independent School District.

Vision

We, the staff, students, and parents of Highland Park, believe that the elementary years provide the foundation for the curriculum of future levels of the educational program. In addition, we believe that all students can learn, and the educational process is a responsibility shared by students, school personnel, and parents.

Value Statement

WHERE STUDENTS LOVE TO LEARN AND LEARN TO LOVE

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Demographics Summary

DEMOGRAPHICS **- Students, Staff, School, District, Parents and Community - Who are we and how are we engaged?**

STUDENTS

Enrollment - 417 students as *Wednesday, October 5, 2022*

205 males - 49.16%

212 females - 50.84%

Highland Park Elementary is a Title 1 campus in the Nederland Independent School District. Highland Park Elementary is committed to high expectations for all students and provides an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well. We make every effort to ensure that our social community is engaged in the shared belief that every student matters, every staff member matters, and every parent matters. We will continue to focus on maintaining a safe and orderly environment in our school, providing intervention and enrichment experiences for our children, and engaging them in academic learning that will prepare them to enter the best middle schools, high schools, and colleges of their choice.

ATTENDANCE for 2021-2022 from the TSDS PEIMS Superintendent's Report of student Attendance by Grade Level

Overall campus wide:

93.58%

By Grade Level:

EE - 85.37%   PK - 85.91%   KG - 92-95%   1st - 93.07%   2nd - 93.98%   3rd - 94.46%   4th - 94.89%

Attendance incentives are in place for our students at Highland Park EL. All students with perfect attendance earn recognition in a parade and a coupon to a local business for a treat.

Ethnicity

See Crosstab Report in addendums.

Mobility/Stability

The mobility rate for Highland Park EL is currently rated at 9.6% from the 2020-2021 School Report Card.

Special Programs

SPED - Highland Park EL has a 14.39% (an increase of nearly 3% from the previous year) of special education population and has 60 enrolled students.

504--There are 26 total students, some with multiple diagnoses (10 ADHD, 14 Dyslexic, 2 Dysgraphia, 1 Reading Difficulties, 1 Medical Condition)

SPEECH-- Walk-Ins-1, PEP-9, GR KG: 9, GR 1: 10, GR 2: 4, GR 3: 7, GR 4: 7; RtI Speech: 9 students. There are 12 pending assessments.

BEST - There are currently two BEST students. One in Kindergarten and one in 4th grade. Both males. There is one teacher and one paraprofessional.

PEP - There are eleven students in the AM class. Four qualified as SPED. There are twelve students in the PM class. Five qualified under SPED.

RtI (Academic)--We have 34 students that are currently tier 2 or tier 3A for reading or math.

GR 1:

On Watch: 14

Tier 1: 12

Tier 2: 3

Tier: 3A: 0

Tier 3B: 1

GR 2:

On Watch: 4

Tier 1: 8

Tier 2: 9

Tier: 3A: 4

Tier 3B: 3

GR 3:

On Watch: 0

Tier 1: 12

Tier 2: 10

Tier: 3A: 1

Tier 3B: 15

GR 4:

On Watch: 0

Tier 1: 9

Tier 2: 8

Tier: 3A: 0

Tier 3B: 15

Total Tier 1 for campus: 41

Total Tier 2 for campus: 30

Total Tier 3A for campus: 5

RtI (Behavioral)--Tier 1 - 3 Students; (GR 3 - 1; GR 4 - 2)

UNIVERSAL - Star Early Literacy, Reading and Math

Intervention - Urgent Intervention

As a campus, we will continue to use data from Renaissance360 for monitoring Math and Reading. Highland Park EL GR 1-4 took the 2022 BOY Universal screener between August-September. Pre-K students will use CLI Engage Circle Progress Monitoring with WAVE 1 August - September. GR K-2 will use Mclass (Reading) and EasyCBM (Math) for progress monitoring. GR 3-4 will use EasyCBM progress monitoring for both Reading and Math.

The Distribution Report for Renaissance360 at the BOY 2022-2023 is as follows:

Kindergarten

Kindergarten took the Star Early Literacy Assessment that also includes numeracy. There were 75 students who tested. Forty-four students, or 59%, scored at or above the scaled score of 690. Nine students, or 12%, scored "on watch". Nine students, or 12%, scored as "intervention". Thirteen students, or 17%, scored as "urgent intervention".

1st Grade- Reading

There were 85 students who took the Star Reading Assessment. Of those tested, 36 students, 42%, scored at or above the scaled score of 751. Twenty -nine students, 34%, scored as "on watch". Five students, 6%, scoerd in the "intervention" category. Fifteen students, 18%, fell in the "urgent intervention" category.

1st Grade - Math

There were 84 students that took the Star Math Assessment and 1 student who did not test. Fifty-two students, 62%, scored at or above the scaled score of 755. Ten students, 12%, scored as "on watch". 21 students, 25%, scored as "intervention". In addition, one student, 1%, scored

as "urgent intervention".

2nd Grade - Reading

There were 77 students who took the Star Reading Assessment. Forty-five, 58%, scored at or above the scaled score of 867. Fifteen students, 19%, scored as "on watch". Eleven students, 14%, scored as "intervention". There are six students, 8%, that scored at "urgent intervention".

2nd Grade - Math

There were 77 students who took the Star Math Assessment. Forty-eight students, 62%, scored at or above the scaled score of 851. Fifteen students, 19%, scored as "on watch". Nine students, 12%, scored as "intervention" and five students, 6% scored as "urgent intervention".

3rd Grade - Reading

There were 77 students who took the Star Reading Assessment. Twenty-nine, 38%, scored at or above the scaled score of 938. Seventeen students, 22%, scored as "on watch". Sixteen students, 21%, scored at "intervention". Fifteen students, 19%, scored as "urgent intervention" for reading.

3rd Grade - Math

There were 71 students who took the Star Math Assessment and 6 students who did not test. Thirty-two students, 45%, scored at or above the scaled score of 904. Ten students, 14%, score as "on watch". Nineteen students, 27%, scored as "intervention". Ten students, 14%, scored as "urgent intervention".

4th Grade - Reading

There were 87 students who took the Star Reading Assessment. Sixty students, 69%, scored at or above the scaled score of 982. Sixteen students, 18%, scored as "on watch". Five students, 6%, scored at "intervention". Six students, 7%, scored as "urgent intervention".

4th Grade - Math

There were 86 students who took the Star Math Assessment and one student did not test. Sixty-four students, 74%, scored at or above the scaled score of 955. Twelve students, 14%, scored as "on watch". Four students, 5%, scored as "intervention". Six students, 7%, scored as "urgent intervention".

AT-RISK

Highland Park currently has 153 Students (36.69%) coded as At-Risk. Texas has thirteen at-risk indicators that a student may be considered to be labeled at risk.

There are seven retained students on campus for the 2022-2023 academic school year. KG: (3); Gr 1 (3); Gr 2: (1).

Educationally Disadvantaged

Highland Park is a Title I campus with 8.15% of its enrollment categorized as economically disadvantaged for the 2021-2022 school year.

Emergent Bilingual/Migrant

There are currently 53 active EB, 1 denial EB, and 2 Monitor-1. There are no migrant students enrolled at Highland Park EL. Emergent Bilingual students are served by a certified ESL teacher who meets with students for an appropriate amount of time. The ESL teacher coordinates instruction with use of the classroom teachers' input, lesson plans, and TELPAS data to meet student needs.

Gifted/Talented

There are 19 identified Gifted and Talented students at Highland Park for the 2022-2023 school year. There are two in first grade, eight in second grade, six in third grade and three in fourth grade.

SCHOOL AND STAFF

Highland Park is one of four elementary campuses within the Nederland Independent School District and one of eight total campuses.

There is one principal, one assistant principal, one counselor, one nurse, one secretary and one paraprofessional in the front office.

We have one SPED Certified, PEP teacher and a certified paraprofessional for Pre-Kindergarten.

We have four Kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers and four 4th grade teachers.

We have two PE coaches, one music teacher, one dyslexia teacher, two interventionists, one learning lab teacher and one Librarian.

We have one certified teacher and one certified paraprofessional for the behavior unit.

We have one speech pathologist. There is one diagnostician and an ARD clerk that is shared between two campuses.

We have one paraprofessional in the computer lab.

We have one resource teacher and four paraprofessionals that are resource and inclusion.

We have four extra help personnel that are also for inclusion and personal care services for students.

We have one certified ESL teacher split between two campuses.

Staff Support Structures

All teachers new to Highland Park EL are assigned mentor teachers. Administration personnel support our school by attending school functions and providing resources.

Highland Park EL has traditional self-contained classrooms in GR K-2 and team teaching for Reading and Math in GR 3. GR 4 uses

departmentalization for core subject areas. The continuum of service ranges from PEP through GR 4 with resources available for identified students. GR K-4 teachers are obtaining ESL certification to assist with our growing ESL population. Our Gifted/Talented classes are a combination of identified GT students and high achievers in GR 1-4.

Teacher Certification/Qualification Data

100% of teachers are highly qualified.

Paraprofessional and Other Staff Qualifications - from the 2020-21 Texas Academic Performance Report TAPR

Paraprofessionals participate in NISD training and receive certification through Region 5.

STAFF INFORMATION

Professional Staff: 39.0, 84.8%

Teachers: 32, 69.6%

Professional Support: 5.0, 10.9%

Campus Administrator (School Leadership): 2.0, 4.3%

Educational Aides: 7.0, 15.2%

Teachers by Highest Degree Held:

No Degree: 0.0%

Bachelors: 87.5%

Masters: 12.5%

Doctorate: 0.3%

Teachers by Years of Experience:

Beginning Teachers: 0.0%

1-5 Years: 5, 15.6%

6-10 Years: 6, 18.7%%

11-20 Years: 8, 25.0%

21-30 Years: 9, 28.1%

Over 30 Years' Experience: 4, 12.5%

Number of Students per Teacher: 13.8

Average Years' Experience of Teachers: 17.3%

Average Years' Experience of Teachers within District: 13.3%

DISTRICT - From the District Comprehensive Needs Assessment

	District Demographics 2022 PEIMS Reporting										
	AA	His	White	Am Ind	Asian	Two or More	Native Hawaiian/Other Pacific Islander	Sped	504	Eco Dis*	LE
District	8.31%	29.01%	52.03%	0.44%	7.09%	2.99%	0.14%	12.48%	9.8%	45.7%	11.
High School	8.63%	27.69%	53.31%	0.76%	7.73%	1.73%	0.14%	11.95%	13.2%	41.51%	6.5
Central M S	14.4%	31.98%	42.51%	0.54%	7.83%	2.56%	0.13%	12.28%	13.6%	50.07%	15.
Wilson M S	4.96%	22.95%	62.90%	0.12%	4.96%	3.85%	0.25%	12.53%	12.4%	39.45%	7.2
Highland	5.52%	31.65%	54.92%	0.24%	3.6%	4.08%	N/A	14.39%	5.1%	47.96%	9.1
Hillcrest	14.09%	43.13%	28.35%	0.17%	10.48%	3.61%	0.17%	9.97%	3.0%	63.23%	29.
Helena	3.66%	25.29%	60.23%	0.5%	7.99%	2.33%	N/A	14.98%	4.7%	34.78%	9.9
Langham	4.11%	22.95%	61.84%	0.24%	5.07%	5.56%	0.24%	12.56%	9.1%	53.62%	5.0

Nederland ISD superintendent, Stuart Kieschnick, and Assistant Superintendent, Dr. Steven Beagle and Bill Jardell, are lead administration for 2022-2023 school year.

Staff Compensation and Salary - Summary of the 2022-2023 Compensation Plan

The recommended teacher salary schedule for the 2022-2023 school year is based on a salary schedule step increase with an additional $600 per step. Under this schedule, a beginning teacher's salary will be $51,000 (up from $50,400 in 2021-2022). This salary is $17,340 above the state minimum salary. The average teacher pay increase is approximately 2.86%.

Teacher salary increases will vary depending on the level of experience and an advanced degree, ranging from $600 to a maximum of $5,000 for employees who move to step 34 for the first time. A teacher will not receive less than $600 over the 2021-2022 salary.

All Administrative/Professional, CP Instructional Support, CP Administrative Support, and Auxiliary employees will receive a general pay increase of 2.0% from the midpoint of the individual pay grade.

The District's contribution to employee health care will remain at $420 per month.

In brief, the District's general fund revenues will be $48,773,800 which includes dollars from tax collections and state aid. Our expenditures will total $50,973,800 which includes the employee pay increase. This totals a $2.2 million deficit for the 2022-2023 school year. It is common for budgets to fluctuate from balanced to deficits based on a number of things including tax collections, market conditions, etc.

In addition, the Nederland ISD tax rate will remain at $1.172 for the 2022-2023 school year.

VISION

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

FUNDING

Highland Park is a Title I campus with 229 students eligble for Free, Reduced Lunch, or 53% of its enrollment categorized as economically disadvantaged for this 2022-2023 school year.

Salaries for Title I for Highland Park EL are $56,466.25.

The Title I funds 100% of a second grade teacher salary, Melanie Ford.

Highland Park receives $130,000 for salaries and $4,000 for supplies.

$11,000 in tutoring money from ESSER III fpr the 2022-23 school year.

Our Title funds will be used to purchase literacy and mathematics programs for intervention and supplemental instruction, i.e. Countdown to Reading STAAR prep, Reading Fast Focus, Starfall, Guided Math program, i-Ready Curriculum Assosiates.

PARENTS

PTA is a huge part of Highland Park EL's successful reputation and students overall engagement. Parents are encouraged to join PTA to support classroom teachers and students. PTA Members assist with school needs such as but not limited to: Grade 4 End of Year Party, Book Fair, Kindergarten Carnival, Teacher Appreciation Week, Fundraisers, Whimsical Coloring, PTA Reflections, Drug Free Poster, Heritage Festival, The Greatest Student of the Month and Drug Free Red Ribbon Parade. With the new COVID Policy and Procedures, PTA will be extremely limited on the amount of activities and the activities they can provide safely. Highland Park EL will continue to monitor and follow all state and local recommendations before hosting any activities.

COMMUNITY

Highland Park EL receives numerous donations from community businesses and members that help to fund activities and to provide students and staff with an engaging environment. Highland Park encourages involvement of community members, including but not limited: Office Depot, Rockin' A Cafe and Catering, Casa Ole', Garrett Dental, J. Garrett, DDS., Nederland Family Dental, W. Gomez, DDS., Farmers Insurance, Dustin Hood, Shangri-La Botanical Gardens, BASF TOTAL Petrochemicals, Junior Achievement, CASA Toy Drive, 21st Annual Penny Drive "Changes for the Children" for Garth House, Rotary Club (Nederland), First Baptist Church (Nederland), American Cancer Society, Food Drive for Community Food Bank, Sonic, Rao's Bakery, Whataburger, Chick-Fil-A, Matuska Law Firm, Kreative Kamera, Jessica Darder, Former Highland Park Graduating Seniors "Final Walk", MPAC Members for Kindergarten Graduation, Homestead Mortgage, Mark Burlison, Five Point Credit Union, Mandy Clayton, Talon Insurance Agency, Jimmy Harrison, Excel Screen Printing, Mid-County Urgent Care, The Boutique Med Spa

and Health, NHS Peer Tutors, Pizza Hut, Nederland Education Foundation, Lamar University, Butcher's Corner, Kona Ice, Dr. Garrett Peel, H.E.B., B. C. Ice Cream Truck, Keith Doucet, BridgePoint Fellowship, Pastor Lance Faulkner, Sombreros, Stewart Title, Jeanne Rodgers, ICM, Justin Aycock, Echo Construction, Home Furniture, Howell Furniture, St. Charles Church, American Legion Auxiliary group of Post 493, Nederland, Christmas cards sent to the military, Doodles-Cheryl Evans, and Florist-Scott Hasty.

Demographics Strengths

1. Highland Park EL has many supportive parents and community members.

2. Highland Park EL employs high-quality, talented staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Highland Park's data is indicating a need for trained and certified staff to meet the needs for academic, special education and behavioral issues. **Root Cause:** The root cause is due to the increasing number of students identified through the RTI process and identified through special education, specifically our behavioral and autistic students.

Student Learning

Student Learning Summary

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing?

All student achievement data has been entered into Eduphoria for ease of retrieval. As needed, it is desegregated and utilized in planning for the individual educational needs of our students.

GRADING POLICY

Nederland ISD's Grading Policy was adopted in 2018 and updated September 20, 2021. It can be located in the addendums as well as online on the district's webpage.

Highland Park EL will follow the district's grading policies for students. Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well established grading standards, procedures, and policies. Evaluation should be planned to include a proper balance of formal and informal measures.

Grading for all courses will follow the Nederland ISD grading policy. The district combined ELA and Reading courses in elementary to a single grade for students.

FORMATIVE ASSESSMENTS

Formative assessments will be derived from a pool of daily work, homework, classroom discussions and observations, group work or projects, quizzes, anecdotal records and/or portfolios based on the student's grade level, teacher and needs.

SUMMATIVE ASSESSMENTS

District Checkpoints and Assessments

Student performance on local District Checkpoint Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address

student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: Reinassance360, STAAR (GR 3-4), ITBS (K-2), CoGAT (GR K-3), Lexia, Topic Tests, Unit Assessments, and District Assessment Checkpoints GR 2-4 (M) (R) GR 4 (W). Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, AIT, Inclusion, peer tutors, extra-help personnel, and computer programs.

Graded assessments consist of assessments provided through the state adopted curriculum. Assessments will be given in Math GR K-4 (Pearson Topic Tests), ELAR GR 2-4 (TEKS Resource System, HMH, NISD Literacy Module and Supplemental Resources), and ELAR GR K-1 (HMH with NISD literacy Module, Unit Assessments). Eduphoria is used to breakdown data for ALL assessments for GR K-4 in both areas of Math and ELAR.

Highland Park conducts two practice STAAR Released Tests to measure all students' progress and game plan for "Blitz" three weeks prior to the actual testing day in ELAR and Math. The Blitz gives GR 3 & 4 the opportunity to focus on TEKS Clusters our students performed the lowest on for the practice STAAR Released Test(s).

TEKS objectives are posted for all grade levels for Math and ELAR in each classroom. Highland Park has implemented STEMS to enhance awareness of academic vocabulary for STAAR Test(s) and built in time within our Master Schedule for Academic Vocabulary Development. Students monitor and track their own progress throughout the year, making expectations more individualized.

STAAR - If students did not take STAAR last academic school year, the TEA requires a BOY diagnostic screener to help address student's learning gaps. If student didn't meet state requirements for one or more learning areas, each student is required to attend 30 hours of accelerated learning per subject area.

Texas Education Agency Accountability System

Highland Park Accountability Rating for the 2021-22: Exlemplary (A)

	Component Score	Scaled Score	Rating
OVERALL		95	A
Student Achievement		93	A
College, Career Readiness			

	Component Score	Scaled Score	Rating
Graduation Rate			
School Progress		93	A
Academic Growth	88	93	A
Relative Performance (Eco Dis 48.3%)	71	92	A
Closing the Gaps	100	100	A

Highland Park EL has the following Distinction Designations: ELA, Mathematics, Comparative Academic Growth, Post-secondary Readiness and Comparative Closing the Gaps.

June 2022 - 3rd Grade Reading STAAR

85 Students, with an average scaled score of 1525. 8% Did Not Meet; 92% Approaches; 78% Meets and 41% Masters.

June 2022 - 3rd Grade Math STAAR

85 students, with an average scaled score of 1534. 7% Did Not Meet; 93% Approaches; 68% Meets and; 38% Masters.

June 2022 - 4th Grade Reading STAAR

73 students, with an average scaled score of 1583. 10% Did Not Meet; 90% Approaches; 73% Meets and; 33% Masters.

June 2022 - 3rd Grade Math STAAR

73 students, with an average scaled score of 1640. 8% Did Not Meet; 92% Approaches, 79% Meets and; 42% Masters.

In 2015, 2016, 2017, 2018, 2019, and 2020 Highland Park EL was a Texas Honor Roll Recipient.

ACCELERATED LEARNING

Students who did not meet the STAAR goals for GR 3 Math and GR 3 Reading from last school year will participate in an additional 30 instructional hours of small group tutoring sessions to meet the requirement of House Bill 4545.

DIAGNOSTIC

Diagnostic assessments will be monitored, used to collect data and to make decisions on student's learning and needs. Diagnostic assessment tools can include TEA GR 4 Diagnostic Test, EasyCBM, universal from Star Early Literacy and numeracy and Renaissance360, Dyslexia Screener and Reading Readiness Assessment. Kindergarten through first grade will use Mclass and Easy CBM for progress monitoring.

RtI

We are continuing to provide intervention for our current RTI students.We have two interventionist, one for ELAR and one for mathematics.

We are continuing to implement a stronger RtI program to track and desegregate data to help drive our instruction. Regularly scheduled RtI meetings help to monitor student progress and address additional needs. Teachers identify students by Reinassance360 and refer those in need of intervention by using multiple forms of data and observation data.

Student Learning Strengths

Texas Education Agency Accountability System

Highland Park EL Accountability Rating overall was a **A** with a score of **95 out of 100**

Domain 1:Score of an A: Student Achievement- **93 out of 100**.

Domain 2: Score of a B: Student Progress- **93 out of 100**.

Domain 3: Score of a C: Closing Performance Gaps- **100 out of 100**.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population. **Root Cause:** We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.

Problem Statement 2: Students are more frequently considered to be managed in their learning environment in the administration walk throughs as compared to highly engaged.

Root Cause: Teachers need more development in how to get students highly engaged within the curriculum.

School Processes & Programs

School Processes & Programs Summary

SCHOOL PROCESSES AND PROGRAMS - Instructional, Curricular, Personnel, Organization and Administrative - What are our programs and processes?

INSTRUCTIONAL

Technology Programs

All teachers will have Boxlight digital displays, document cameras, iPad, desktop computer and a laptop to enhance student learning by the end of 2021 school year. All Grade Level Chairs have access to Apple TV. Highland Park EL has two computer labs with network access and 1 cart with 21 iPads. We have two computers with two 3D printers on the campus.

Numerous programs are utilized for instruction and intervention: Lexia (140 licenses assigned to all SPED, 504, RtI, ESL and any student(s) showing low performance on our Renaissance360 Universal Screener BOY), Progress Learning, Lead4Ward, HMH, Learning.com, Renaissance-STAR Reading and Math, Texas Studies Weekly, Enchanted Learning, Think Up (3-4), EasyCBM, iREAD, My Virtual Reading Coach (5 students), Waterford and Renaissance 360. Utilization of internet links to educational sites, such as, but not limited to, Starfall, GameGoo, Flocabulary, STEMScopes and ABCYa.

Students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Implementation of #greatesttechs to promote responsibility of digital citizenship. Implementation of Design Qualities and S (Substitution) A (Augmentation) M (Modification) R (Redefinition) Model from Schlechty Center to support 1:1 technology integration.

Highland Park EL faculty and staff are open to and interested in learning new technology through professional development as it becomes available. Ex. Texas Computer Education Association Conference, Elementary Technology Conference, and Learning Transformed 8 Keys to Designing Tomorrow's Schools.

RTT Mobile Interpretation Program

Language interpreter system to aid in communication. Real-time interpreters for up to 180 languages and dialects. Allows all meetings to run seamlessly without a language barrier. Works on any IOS or android device.

Instructional Design/Delivery and High Yield Strategies

Highland Park EL is implementing Really Great Reading Phonics Program this 2021-2022 school year.

We are utilizing a team teaching approach in third grade for ELAR and Math. Fourth grade is departmentalized in all subject areas while still

using a team approach. This allows master teachers the opportunity to specialize in their subject area. Highland Park EL's goal is student-centered learning with differentiated instruction that can meet the needs of all learners.

Collaborative Horizontal and Vertical Team Alignment

The Campus Leadership Team feels strongly that vertical alignment is needed on campus and horizontal alignment is needed for the district. Planning days with other elementary schools have been implemented to share curriculum ideas and strategies to increase student achievement.

Bulldog Social Skills Training (BEST) Behavior Unit

The behavioral and academic support environment is designed for students who require a highly structured program that focuses on academic skills, self-management skills and social/emotional skills. A variety of environmental, behavior and therapeutic techniques are utilized to equip students in the program to successfully function in the least restrictive environment. It is the responsibility of the Individualized Education Program (IEP) Committee to determine each student's placement and programming needs. At this time there are two students in the BEST program.

PUSH-IN AND PULL-OUT PROGRAMS

RtI

The RtI process is used to determine and provide appropriate interventions for students as well as monitor progress. The Home Language Survey and incoming student records are closely monitored when enrolling students to verify if they are currently LEP or should be tested for language proficiency. This data will determine the students' possible qualification for recommendation of services by the Language Proficiency Assessment Committee.

RtI Individualized/Differentiated Strategies and Processes

Identification of individualized strategies has increased through the RTI process. Data collection/disaggregation is used to identify learning strategies and provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies. Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered to ensure all students are highly engaged. Students are progressed monitored through the Renaissance Program online and also by the EasyCBM.

Learning Lab

The Learning Lab, consisting of a special education teacher, special education para-professional and extra-help, helps to implement a push-in

program to assist all students in GR K-4 in the areas of Math and ELAR. We are utilizing additional paraprofessionals and extra-help personnel to provide push-in as well as pull-out assistance for GR K-4 during AIT. This will help to provide additional time for interventions throughout the school day in core areas such as Math and ELAR.

Accelerated Learning

According to HB 4545, any student who does not meet the state standard on the STAAR assessment taken the previous academic school year, will attend 30 hours per subject area of accelerated learning in a small group setting. The district will train spefici faculty to adminster this intense tutoring and will maintain attendance logs. Parent meetings will beheld to notify them of the amount of instruction and they have a right to waive the small group of three.

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During these times, students can engage in assigned group activities, project learning activities, small group instruction and digital platforms.

Dyslexia

Highland Park EL has one dyslexia teacher who screens students and provides intervention in a pull out program.

Speech

Highland Park EL has one speech pathologist, Keely Vega.

CURRICULAR

Standards-Based Curriculum

Nederland Independent School District has implemented TEKS Resource Management System (TRS) for its curriculum provider. The TEKS Resource Management System (TRS) provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD) which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information. An additional feature in the (TRS) is the area where students routinely have misconceptions

of the content, thus allowing teachers to target those areas.

Our Master Schedule reflects 10 minutes of Academic Vocabulary daily for all grade levels. Grade levels utilize this time to implement Michael Eaton Math cards, academic verbs, and vocabulary from Lead4ward. Teachers are making a conscientious effort to use the academic language that is found within the test and TEKS by utilizing Quizlet. This will ensure exposure and consistency among grade levels with the end result increasing student performance. Lead4ward instructional strategies are used to promote student-centered learning.

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours.

RELATED SERVICES

These services (Occupational Therapy, Physical Therapy, Counseling, Speech Therapy, etc.) are scheduled by the provider and are scheduled to limit loss of instructional minutes.

SCHOOL ATTENDANCE

Students who participate in on-campus learning are expected to follow all state and local guidelines on attendance.

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals. Administration utilizes Quality Alignment Data Walks to ensure teachers are on track and our students are actively engaged.

Professional Development

Teachers are continually participating in professional development activities to stay abreast of current standards and practices. Highland Park Elementary teachers will work to expand engaging experiences that promote higher order thinking skills. Book stuies included: You Win in the Locker Room First: The 7 C's to Build a Winning Team in Business, Sports, and Life, Win or Learn: The Naked Truth about Turning Every Rejection into Your Ultimate Success, The Six-Word Secret to Success, Lessons on Success: 17 Principals of Personal Achievement Through Action and Attitude.

Highland Park EL will participate in Staff Development designed to focus on the following campus needs as COVID restrictions and procedures

allow us to: Really Great Reading Phonics Program, Through the Eye of a Special Education Attorney: The Most Common (and Preventable) Mistakes Made at the Campus Level, Project Based Learning, Inclusion, Response to Intervention (Academic/Behavior) with Dr. Ogonosky, Lead4Ward-Rigor-Engagement, Balanced Literacy, Leading Learning-Planning Instruction-Intervention and Process, LeadExcel by John Wink, Action Coaching, CHAMPS, RTI Academic / Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Gretchen Bernabei Reading/Writing Suite, Get Your Teach On Conference,etc.

Summer Writing Developement Expectations

Nederland ISD will create components for the Writing Guide and indclude dates on the YAG / Pacing Guide. Staff will create the RLA Six Weeks, One Page Expectations for each six weeks. They will develop an exemplar lesson for one of the six weeks and use the RLA Exemplar Lesson Form to record information. All completed work will be placed in the appropriate grade level folder in the shared drive: Writing Committee folder. Staff will be compensated for their time.

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Highland Park EL has one certified instructor who is also the Assistant Principal. The campus has a core team of 8 teachers and staff that receive recertification annually to assist the campus if a behavior need arises.

ORGANIZATIONAL

Parent-Teacher Conferences

Specific days are set aside to be early release to allow teachers and staff the opportunity to provide parents a one-to-one time to conference for academic and behavior needs. All teachers are expected to make contact with a parent or guardian and communicate either in person or by phone.

Accelerated Intervention Time (AIT)

All grade levels have a built in one-hour time allotted to receive services through response to intervention, tutoring, etc. to enhance students on-campus learning.

Committees

Campus Communication Committee, Grade Level Meetings, Campus Leadership Team, CPOC, Faculty meetings, Email(s) from Principal, ClassTag, GroupMe, and Social Media (Facebook/Twitter), are all utilized to communicate within Highland Park EL faculty and staff. We will

work to create more vertical communication in regards to students and curriculum to ensure student success. Highland Park EL expectations include a safe environment for faculty and students and increased student growth in academics.

STEAM Representative: Chasity Jander

Master Schedule

Master schedule was created by starting with special programs and building outwards (ESL, Speech, RtI, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time. Each grade level has an AIT (Accelerated Instructional Time) block to ensure instructional minutes are targeted to our learners needs. The master schedule was adjusted to allow for more instructional minutes during core instruction. GR K 120 ELAR Min. 60 Min. Math 53 Min. SCI/SS, GR 1 120 Min. ELAR 90 Min. Math 48 Min. SCI/SS, GR 2 125 Min. ELAR 80 Min. Math 38 Min SCI/SS, GR 3 155 Min. ELAR 90 Min Math 35 Min. SCI/SS, GR 4 120 Min. ELAR/SS 60 Min. Math/SCI.

ADMINISTRATIVE

Decision-Making Process

All grade level teachers and additional faculty are making 100% of decisions with principal approval. Highland Park EL is working toward a more Guided Math and Balanced Literacy-Guided Reading instruction across all grade levels. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all learners. District Meetings

Nederland ISD holds weekly administrative meetings once a month following the monthly board meeting.

Quality Data Walks

All administrative staff participate in classroom walk-throughs on each campus once a month. This provides an opportunity for all staff to observe and collect data that is more unified across the district. It provides administrative staff with the opportunity to respond to what they observed provide specific feedback and to collect ideas for their own campus.

PARENT, FAMILY ENGAGEMENT

See Addendum for PARENT INVOLVEMENT POLICY AND COMPACT

Parents are encouraged to attend and participate in activities: Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Volleyball, Kickball, Track Meet and "Send Off" Parade, Field Day, Thanksgiving Meal, Holiday Baskets, Grade Level Programs, Class Projects, Book Character Day, Core-Essentials Character Education Program Breakfast with Special Guest(s), Grandparents' Day, Veterans Day (U. S. Flag), Macy's Make a Wish Foundation, 4th Grade DARE program, Junior Achievement Financial Literacy, Museum of the Gulf Coast Trunk

Show, Beaumont Fire Museum, Beaumont Art Museum, Beaumont Children's Museum, Police Officer with Service Dog, Jump Rope for Heart, Nederland Fire Department, Rotary Club Dinner, Nederland High School English Department Reading of Christmas Stories, Highland Park Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Constitution Day- Matuska Law Firm, Christmas on the Avenue Writing and Drawing Contest, Friday Lunch Guest(s), Dr. Garrett Dental Program, Field Trips (NASA, Old McDonald's Farm, Houston Zoo, Berryland Farms), STAAR Pep Rally, Librarian, Coach, and Principal for the Day- AR Incentive, Grade 4 Gingerbread Houses.

Due to the changes in the community's demographics and the local economy and family dynamics, we are continually striving to increase parental involvement on campus. Highland Park EL has a multicultural student population. Home Language Surveys verify students' languages spoken in these homes.

Highland Park EL expects parents to be team players in their child's education, working with teachers to increase student growth in all areas. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities throughout the school year. An on-site teacher, paraprofessional, and counselor are available to translate verbal communications when necessary. Several computer programs are also available for translation of written communications.

These partnerships are recruited by the principal, teachers, and parents of Highland Park EL. There is also an established CPOC composed of parents and community members to support Highland Park's goals. Parents and community members can be heard through the following practices: Open-Door Policy of the Principal, No Bullying TIP OFF, Highland Park PTA, and Teacher Conferences: Three Days in November after first distribution of Report Cards.

DONATION(S)

Ed Rachal Fondation, *October 18, 2022*

1. Martinez, Connie, Librarian: Magazine Subscriptions, $150

2. Maunder, Mallory, Music: Ukuleles, $600

3. Parmer, Michael: Mobile Folding Carts, $600

4. Lee, Arnold: Folding Gymnastic Mats, $600

5. Ellis, Matt: Folding Gymnastic Mats, $600

giftED Conference, Houston, TX *November 30- December 2, 2022*

Attendees: *Amy Champaigne, Darla Sanderson*

TCEA Conference, San Antonio, TX January 30- February 2, 2022

Attendees: *Connie Martinez, Kelli Resch, Melanie Ford*

School Processes & Programs Strengths

1. Highland Park EL has 100% highly qualified, general education staff including paraprofessionals.

2. All faculty and staff have participated in numerous professional development activities through the course of the school year.

3. Grade level planning strengthens instruction through alignment of the curriculum, lesson planning, and pacing.

Curriculum, Instruction, and Assessment Strengths

1. Data Driven Meetings

2. Implementation of RtI process

3. Implementation of SLO

4. Increase staff development regarding the writing process including revising and editing.

5. Increase teachers' implementation and administrators' monitoring of our ELL to ensure student gains one year of growth.

6. Provide teachers with TEKS-based materials to ensure high rigor, relevance, and engagement.

7. Increase staff development regarding Guided Math and Balanced Literacy-Guided Reading.

8. Address concerns identified in Special Education, RtI, Gifted and Talented and ESL program evaluations.

School Context and Organization Strengths

1. Teachers are aware of the need for best instructional practices to be in place and utilized for student success.

2. RtI is being implemented successfully with students being referred to the appropriate interventionist.

3. A master schedule and calendar maximize the amount of time spent on instruction.

Technology Strengths

1. All classrooms are equipped with a variety of current technology resources.

2. Two full computer labs are available for student use with additional computers available in the library.

3. Teacher interest and desire to promote technology.

4. Teachers want a 21st century classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase rigor in the classroom by facilitating instructional strategies that promote the use of higher order thinking skills. **Root Cause:** Highland Park EL needs to work to continuously provide staff development for all teachers that promotes rigor, relevance, and engagement to ensure student growth for all student groups.

Problem Statement 2: Our campus has extensive behavior needs for both general and special education which requires more knowledge and assistance in establishing an RTI Behavior intervention program. **Root Cause:** We need professional development training, documentation training and strategies in behavior for all staff working with behavior needs.

Problem Statement 3: Substitutes are not easy to obtain and they come improperly trained with little knowledge of policies and procedures and expectations. **Root Cause:** The pool availability for adequate substitutes is scarce. Good substitutes are picked up for extra help positions.

Problem Statement 4: Lack of phonemic awareness creating weaknesses in decoding and fluency in Reading. **Root Cause:** Really Great Reading Phonics Program will help educators teach the foundational skills that lead to strong decoding and fluent reading.

Perceptions

Perceptions Summary

PERCEPTIONS - Culture, Climate, Values and Beliefs - How do we do business?

CULTURE

Culture isn't dictated by one person, it's created by a community. Supporting and challenging individuals in a nurturing environment not only drives growth, but ensures that community members are engaged.

A school's culture encompasses the perspectives and backgrounds of its members as well as the school environment itself. School leaders who seek out every opportunity to stretch the skills, goals, and strengths of their community – students, teachers and parents alike – display a commitment to a healthy, nurturing environment.

The campus principal provides words of motivation, inspiration and encouragement every morning in her Group Me messages to all staff.

Highland Park EL has taken up collections of food for Thanksgiving for families in need and has an adopt a gift program for children for Christmas.

Highland Park EL celebrates the individual successes of teachers and students with individual recognition and high expectations.

CLIMATE

Student Safety

Highland Park EL provides an environment in which students feel safe, supported, challenged and accepted. In addition, our strong school climate fosters the emotional, social and academic well-being of all students.

Capturing Kids Hearts

Nederland ISD has adopted Capturing Kids Hearts as emotional/social and behavior training, techniques and lesson plans that all staff can incorporate with others.

Capturing Kids Hearts is a character education program that emphasizes a monthly value with a common strategy, using a common language and supports a common vision. Its social-emotional focus is for everyone, every day, everywhere.

Through experiential training, expert coaching, an SEL curriculum for students, and personalized support, Capturing Kids' Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness.

With the use of video lessons, printable resources, media resources, daily announcements and family newsletters, students are taught to become exemplary citizens in order to have a better future.

The 2022-23 Capturing Kids Hearts monthly focus traits are: Empathy, Self-Direct, Teamwork, Responsibility, Respect, Kindness, Courage, Perseverance and Integrity.

Two students are selected after each grading period that exemplify a trait. Students are honored in various ways, including, a certificate, breakfast, a parade or a metal.

Campus Discipline

Highland Park had 21 total recorded behavior incidents.

PASS

PASS: Positive Approach to Student Success, Universal Screener **October 17-28**, Proactively Identify and Address Emotional and Social Emotional Barriers to Learning

PASS is a process for managing the behavior of students identified as behaviorally at-risk or emotionally/behaviorally disturbed. PASS incorporates a non levels-based, individualized approach that provides explicit teaching of behavioral expectations in mainstream settings.

Data serves as an early warning indicator, allowing schools to proactively address barriers to learning. The PASS survey takes 15-20 minutes to administer and provides immediate insights at three reporting levels (whole- school, and individual student), enabling schools to consider both large-scale and personalized interventions. PASS plays a unique role in helping uncover social and emotional barriers that, if left unaddressed, can undermine student well-being and academic success.

VALUES AND BELIEFS

School Theme

The 2022-23 academic school year theme is centered on construction.

School Motto

Diggin' It Since 1964

School Mission

The mission of the Highland Park Elementary staff is to provide highly effective, differentiated instruction, in student-centered learning environments, resulting in an educational experience designed around our students' individual differences and learning styles. As a campus, we foster teamwork among our parents, teachers, and community members to meet the high expectations set forth by the Nederland Independent School District.

School Vision

We, the staff, students, and parents of Highland Park, believe that the elementary years provide the foundation for the curriculum of future levels of the educational program. In addition, we believe that all students can learn, and the educational process is a responsibility shared by students, school personnel, and parents.

School Values

Where Children Love to Learn and Learn to Love

Perceptions Strengths

1. Parent surveys indicate that patrons feel positive about the learning environment and safety level at Highland Park.

2. Parents, PTA, and community members are supportive of Highland Park students and projects.

3. Highland has a full-time counselor to support our students.

4. It is important for our campus to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.

5. Implementation of Core Essentials Character Education Program.

6. Resource Officer added to Highland Park EL.

7. Implementation of PBIS at Level 1 (RtI Behavior).

8. Increase in the attendance rate.

9. Ensures proper safety drills and implementation of all Emergency Operation Plans (EOP).

Parent and Community Engagement Strengths

1. Strong support from PTA involvement.

2. Multiple opportunities are available for parent support and involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The culture of Highland Park continues to evolve with the changes in the demographic and socio-economic status of all our student groups. **Root Cause:** We are deficit in the implementation of district wide progress monitoring, thereby working to recognize trend analysis that will assist in closing student performance gaps. Edit Associated Areas

Priority Problem Statements

Problem Statement 1: We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population.

Root Cause 1: We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 7, 2022

Goal 1: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024(HB-3)

Performance Objective 1: By June, 2023, based on the 2022 Accountabiltiy Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Reading Assessment will be at a 59% meeting grade level or higher in all student population groups.
Highland Park EL Overview, 2021-2022: 95 out of 100 (A)
Domain 1: Student Achievement: >93 out of 100 (A)
Domain 2: School Progress: >93 out of 100 (A)
Domain 3: Closing The Gaps: >100 out of 100 (A)
Distinction Designations: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers	**Formative**		
	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC).	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading.	**Formative**		
	Nov	**Feb**	**June**

Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading.

GR 3 Reading Lowest TEKS:

3.6 F: Make inferences and use evidence to support understanding

3.8 D: Multiple genres: explain the setting of the plot

3.9 D i: Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence

3.9 D iii: Organizational patterns such as cause and effect and problem solving

3.10 D: Describe how the author's use of imagery, literal and figurative language such as simile and sound devices such as onomatopoeia to achieve specific purposes.

GR 4 Reading Corresponding TEKS:

4.7D : Retell, paraphrase or summarize texts in ways that maintain meaning and logical order

4.7F: respond using newly acquired vocabulary as appropriate

4.10B: explain how the use of text structure contributes to the author's purpose

4.10D: describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;

Strategy's Expected Result/Impact: -Quality Alignment Data Walks

-T-TESS

-Professional Development Plan

-Lesson Plans

-Reading HMH Modules

-District Checkpoint Assessments

-Vertical Planning ALL Grade Levels

Staff Responsible for Monitoring: -Principal

-PLC

-Leadership Team

-Teachers

Title I:

2.4, 2.5, 2.6

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -TEA BOY Diagnostic Test(s) -Eduphoria (AWARE) a. Quintiles b. Learning Report Card c. Student Learning Reports d. GR 3-4 Reading HMH Modules e. District Assessment Checkpoints f. STAAR Mock Reading Assessment -STAR Renaissance Early Literacy -STAR Renaissance Reading -Dyslexia Screener **Staff Responsible for Monitoring:** -Principal -Leadership Team -Teachers **Title I:** 2.4, 2.6			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Incorporate technology enriched curriculum with individualized Reading programs that are aligned with STAAR , such as STAR Renaissance Reading, i-Ready Curriculum Associates GR 3-4, Lexia (+100 Additional Campus Licenses), Learning Progess, My Virtual Reading Coach (GR 3 (2) GR 4 (3)), BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), iREAD, Really Great Reading, SeeSaw (PK-GR 4), and Waterford (PK-GR K).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	**Formative**		
Strategy's Expected Result/Impact: -Increase in student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Teachers	**Nov**	**Feb**	**June**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Increase effectiveness of AIT campus Master Schedule by ensuring instructional minutes are planned appropriately utilizing Nederland Independent School District Year at a Glance Reading Pacing Guide and TEKS Resource System .	**Formative**		
Strategy's Expected Result/Impact: -Student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members -Extra Help Personnel -Retired Teachers **Title I:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**June**

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.	**Formative**		
Strategy's Expected Result/Impact: -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	**Nov**	**Feb**	**June**

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Implementation of lead4ward Higher Order Questioning Stems: -Teachers: Think It Up -Students: Thinking Stems -Tools to Know Questioning	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: -Lesson Plans
    -Student Achievement
 	
    Staff Responsible for Monitoring: -Principal
    -Teachers
 	
    Title I:
    2.4, 2.6			

Strategy 10 Details	**Formative Reviews**		
Strategy 10: Apply Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions (Level 3-Strategic Thinking/Reasoning-Level 4-Extended Thinking) to write a question that will be used with students and included in weekly Lesson Plans in Reading and Writing.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: -Lesson Plans
    -Student Achievement
 	
    Staff Responsible for Monitoring: -Principal
    -Assistant Principal
    -Teachers
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math			

Strategy 11 Details	**Formative Reviews**		
Strategy 11: Oversee Dyslexia Teacher, monitor testing timelines, assess students during the identification process, and ensure our teachers are trained in current dyslexia practices and procedures.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: -Earlier identification of students with Dyslexia needs.
    -Increase of student growth in Reading.
    Staff Responsible for Monitoring: -Principal
    -Grade Level Chairs
    -Campus Level Dyslexia Teacher
 	
    Title I:
    2.4, 2.5, 2.6			

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue to monitor, adjust, and improve on the implementation of the K-2 Literacy Program.	Formative		
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Principal -Elementary Curriculum Coordinator	Nov	Feb	June

Strategy 13 Details	Formative Reviews		
Strategy 13: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth.	Formative		
Strategy's Expected Result/Impact: -T-TESS	Nov	Feb	June
Staff Responsible for Monitoring: -Principal -Assistant Principal -Teachers **Title I:** 2.4			

Strategy 14 Details	Formative Reviews		
Strategy 14: Highland Park EL will participate in Staff Development designed to focus on campus needs: Really Great Reading Program, Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S), Differentiation, Gretchen Bernabei Reading/Writing Suite, Patterns of Power for Writing-Jeff Anderson, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference (2 Teachers) and Elementary Technology Conference (Galveston).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Eduphoria -Student Achievement -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

Strategy 15 Details	Formative Reviews		
Strategy 15: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal **Title I:** 2.4, 2.5, 2.6			

Strategy 16 Details	Formative Reviews		
Strategy 16: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers			

Strategy 17 Details	Formative Reviews		
Strategy 17: Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Special Education Director -Teachers -Learning Lab Teacher -Paraprofessionals -Extra Help **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 18 Details	Formative Reviews		
Strategy 18: Continuation of communication with teachers and parents when students are in danger of failing (plan for student success).	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Executive Summary Data Sheet -Failure Report **Staff Responsible for Monitoring:** -Principal -Teachers -Counselor			

Strategy 19 Details	Formative Reviews		
Strategy 19: Student recognition in place for Accelerated Reading Program designed to purposefully increase reading initiative. (ex. Paint Ceiling Tile, Doodles)	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Student Achievement -AR Goals **Staff Responsible for Monitoring:** -Teachers -Librarian **TEA Priorities:** Build a foundation of reading and math			

Strategy 20 Details	Formative Reviews		
Strategy 20: Ensure proper training for GR PRE-K and NEW GR 2 teacher(s) in the Reading Academy coursework.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -State and Federal Program Coordinator -Elementary Curriculum Coordinator -Principal			

Strategy 21 Details	Formative Reviews		
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth in Reading for our EB students. **Staff Responsible for Monitoring:** -State and Federal Programs Coordinator -Principal			

Strategy 22 Details	Formative Reviews		
Strategy 22: Continue to train ALL GR K-4 teachers in Really Great Reading phonics instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal			

Strategy 23 Details	Formative Reviews		
Strategy 23: Ensure proper training for GR PRE-K teacher in Really Great Reading Launchpad platform.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase phonemic awareness with our Pre-K students. -Increase student growth in phonemic awareness through the CLI Progress Monitoring platform. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal			

Strategy 24 Details	Formative Reviews		
Strategy 24: Ensure Reading Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build reading skills and close learning gaps.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Interventionist -Classroom Teachers			

Strategy 25 Details	Formative Reviews		
Strategy 25: Provide STAAR 2.0 Reading Language Arts redesign training for ALL GR 3-4 teachers as well as auxillary personnel to understand the new item types and how to support our students in reading.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Reading **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Asssitant Principal -Counselor -Interventionists -Classroom Teachers			

Strategy 26 Details	Formative Reviews		
Strategy 26: Utilize data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and My Virtual Reading Coach to drive instruction for students to close reading gaps.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Reading. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024 (HB-3)

Performance Objective 1: By June, 2023, based on the 2022 Accountabiltiy Rating Summary, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2023 Math Assessment will be at a 59% meeting grade level or higher in all student population groups.
Highland Park EL Overview, 2021-2022: 95 out of 100 (A)
Domain 1: Student Achievement: >93 out of 100 (A)
Domain 2: School Progress: >93 out of 100 (A)
Domain 3: Closing The Gaps: >100 out of 100 (A)
Distinction Designations: ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
Strategy 2: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student growth in Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers -Elementary Curriculum Coordinator **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math.	**Formative**		
	Nov	**Feb**	**June**

Strategy 3: Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math.
GR 3 Math Lowest TEKS:
3.4 K: solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts
3.7 B: determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems;

3.9B: Personal finance: describe the relationship between the availability or scarcity of resources and how that impacts cost

3.5E: Algebraic Reasoning: represent real-world relationships using number pairs in a table and verbal descriptions
3.6E: Geometry and Measurement: decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape
GR 4 Math Corresponding TEKS:
4.3F: evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole;
4.4H: solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders

4.5A: represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity
4.2G: relate decimals to fractions that name tenths and hundredths
4.8C: solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

 Strategy's Expected Result/Impact: -Quality Alignment Data Walks
 -T-TESS
 -Professional Development Plan
 -Lesson Plans
 -Pearson Math Topic Tests
 -District Checkpoint Assessments
 -Vertical Planning ALL Grade Levels

 Staff Responsible for Monitoring: -Principal
 -PLC
 -Leadership Team
 -Teachers

 Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3.	**Formative**		
	Nov	**Feb**	**June**

Strategy 4: Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3.

> **Strategy's Expected Result/Impact:** -TEA Accountability Summary
> -TAPR Report
> -Federal/State System Safeguards
> -TEA BOY Diagnostic Test(s)
> -Eduphoria (AWARE)
> a. Quintiles
> b. Learning Report Card
> c. Student Learning Reports
> d. GR 3-4 Pearson Math Topic Tests
> e. District Assessment Checkpoints
> f. STAAR Mock Math Assessment
> -STAR Renaissance Math
> -iStation
> **Staff Responsible for Monitoring:** -Principal
> -Leadership Team
> -Teachers
>
> **TEA Priorities:**
> Build a foundation of reading and math

Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR , such as STAR Renaissance Math, Progress Learning, BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), SeeSaw (PK-GR 4), STEMscopes (GR K-4), and Generation Genius (GR -4).	**Formative**		
	Nov	**Feb**	**June**

Strategy 5: Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR , such as STAR Renaissance Math, Progress Learning, BrainPop (GR K-4), Flocabulary (GR K-4), Enchanted Learning (GR K-4), Starfall (GR K-3), SeeSaw (PK-GR 4), STEMscopes (GR K-4), and Generation Genius (GR -4).

> **Strategy's Expected Result/Impact:** -Increased student growth in Math.
> **Staff Responsible for Monitoring:** -Principal
> -PLC
> -Leadership Team
> -Grade Level Chairs
> -Teachers
>
> **Title I:**
> 2.4, 2.5, 2.6, 4.1, 4.2
> - **TEA Priorities:**
> Build a foundation of reading and math

Strategy 6 Details	Formative Reviews		
Strategy 6: Apply Webb's Depth of Knowledge Levels to Bloom's Cognitive Process Dimensions (Level 3-Strategic Thinking/Reasoning-Level 4-Extended Thinking) to write a question that will be used with students and include in weekly Lesson Plans in Math.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase implementation of STEM (Science, Technology, Engineering, and Math) activities across all grade levels.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth in Math. **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 8 Details	Formative Reviews		
Strategy 8: Increase effectiveness of AIT campus Master Schedule by ensuring instructional minutes are planned appropriately utilizing Nederland Independent School District Year at a Glance Math Pacing Guide and TEKS Resource System.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth in Math. **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members -Extra Help Personnel -Retired Teachers			

Strategy 9 Details	Formative Reviews		
Strategy 9: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps. **Strategy's Expected Result/Impact:** -TEA Accountability Summary -TAPR Report -Federal/State System Safeguards -STAAR Results 2021-22 -STAR Renaissance -easyCBM -Eduphoria (AWARE) **Staff Responsible for Monitoring:** -Principal -Grade Level Chairs -Interventionist -RtI Core Team Members	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Implementation of lead4ward Higher Order Questioning Stems: -Teachers: Think It Up -Students: Thinking Stems -Tools to Know Questioning **Strategy's Expected Result/Impact:** -Lesson Plans -Student Achievement **Staff Responsible for Monitoring:** -Principal -Teachers **Title I:** 2.4, 2.6	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth. **Strategy's Expected Result/Impact:** -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers **Title I:** 2.4	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews

Strategy 12 Details	Formative Reviews		
Strategy 12: Highland Park EL will participate in Staff Development designed to focus on campus needs: Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math (Enhance Deep Understanding of Math Skills), Higher Order Thinking Skills (H.O.T.S), Differentiation, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference (2 Teachers), GR K-2 Math Games by Box Cars and One-Eyed Jacks, and Elementary Technology Conference (Galveston).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Eduphoria -Student Achievement -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers -Counselor -Paraprofessionals **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 13 Details	Formative Reviews		
Strategy 13: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers			

Strategy 14 Details	**Formative Reviews**		
Strategy 14: Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Teachers			

Strategy 15 Details	**Formative Reviews**		
Strategy 15: Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Special Education Director -Teachers -Learning Lab Teacher -Paraprofessionals -Extra Help **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 16 Details	**Formative Reviews**		
Strategy 16: Continuation of communication with teachers and parents when students are in danger of failing (plan for student success).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Executive Summary Data Sheet -Failure Report **Staff Responsible for Monitoring:** -Principal -Teachers -Counselor			

Strategy 17 Details	Formative Reviews		
Strategy 17: Ensure Math Interventionist and ALL classroom teachers work with RtI and HB4545 students using a small group instructional setting to build math skills and close learning gaps.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -HB4545 Accelerated Learning Plan -HB4545 Accelerated Learning Reports **Staff Responsible for Monitoring:** -Principals -Assistant Principal -Diagnostician -GR 4 Teachers -Math Interventionist **TEA Priorities:** Build a foundation of reading and math			

Strategy 18 Details	Formative Reviews		
Strategy 18: Utilize Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evalute the plan for Math instructional strategies.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals -Teachers			

Strategy 19 Details	Formative Reviews		
Strategy 19: Identify GR K-3 teachers and interventionist(s) to attend the summer Math Academy at Region 5.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principals -Teachers			

Strategy 20 Details	Formative Reviews		
Strategy 20: Provide STAAR 2.0 Math training for ALL GR 3-4 teachers as well as auxillary personnel to understand the new item types and how to support our students in Math.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal -Teachers			

Strategy 21 Details	Formative Reviews		
Strategy 21: Continue offering opportunities for ALL teachers to be ESL Certified.	**Formative**		
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -State and Federal Curriculum Coordinator -Principal	**Nov**	**Feb**	**June**

Strategy 22 Details	Formative Reviews		
Strategy 22: Utilize data from Renaisance STAR Math, Progress Learning, and i-Ready Curriculum Associates GR 3-4 to drive instruction for students to close learning gaps in Math.	**Formative**		
Strategy's Expected Result/Impact: -Increased student growth in Math. **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal	**Nov**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Highland Park EL will work to collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2022-2023 school year.

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Highland Park EL will work to increase awareness for College and Career Opportunities at all grade levels: College shirt day, Wax museum, Fair Trade Days, Community Helpers, Garrett Dental, The Dental Dock, Nederland Police Department read books to students, etc.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Lesson Plans -Student Participation -Communication of Events **Staff Responsible for Monitoring:** -Principals -Teachers -Counselor **TEA Priorities:** Connect high school to career and college			

Strategy 2 Details	Formative Reviews		
Strategy 2: District and Campus committee will analyze out of placement (BEST) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Reduction in representation of Economically Disadvantaged & Special Education **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Diagnosticians -ARD Facilitator -Teachers **Title I:** 2.4, 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: Promote awareness in health and wellness through the C.A.T.C.H program campus wide and a continuation of Fitnessgram Assessment.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Fitnessgram Assessment **Staff Responsible for Monitoring:** -Principal -Physical Education Coaches -Nurse			

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early colleges experiences, college fair (October 11), and partnerships with local colleges and universities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Sign-in Sheet -Hand-outs -Newsletters **Staff Responsible for Monitoring:** -Elementary Curriculum Coordinator -Principal			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 2: Highland Park EL will work to increase opportunities for students to achieve college and career readiness by ensuring GR PRE-K-4 students show a minimum of one year's growth in Reading and Math.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student growth on Universal Screenings -Data-Walks **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -RtI Core Team -State and Federal Programs Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use Region 5 Math and Science staff to provide coaching and training to teachers.	**Formative**		
Strategy's Expected Result/Impact: -Student growth on District Checkpoints, Pearson Math Tests and STAAR Assessment	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: -Principal -Assistant Principal -Grade Level Chairs -Elementary Curriculum Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment on campus, as well as, across the district to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increased student growth in Reading and Math. **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Grade Level Chairs -Teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, TEKS Resource System, RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Student Achievement Results -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Student Achievement Results -Agendas -Sign-In Sheets **Title I:** 2.4, 2.5, 2.6			

Strategy 5 Details	Formative Reviews		
Strategy 5: Highland Park EL will increase overall student progress by focusing on data driven instruction (AWARE, lead4ward) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 7 Details	Formative Reviews		
Strategy 7: Highland Park EL will enhance instruction and use supplemental software programs, such as, but not limited to: Eduphoria, STAR Renaissance Learning Reading-Math, Lexia, TEKS Resource System, Learning Progress, i-Ready Curriculum Associates, Really Great Reading, My Virtual Reading Coach, STEMscopes, Waterford, SeeSaw, IREAD, etc., as formative assessments for student achievement to guide differentiated instruction and extended learning opportunities.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator **Title I:** 2.4, 2.5, 2.6			

Strategy 8 Details	Formative Reviews		
Strategy 8: Highland Park EL will provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices or English language acquisition education.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Increase student growth **Staff Responsible for Monitoring:** -Principal -PLC -Leadership Team -Teachers -Elementary Curriculum Coordinator -State and Federal Programs Coordinator			

Strategy 9 Details	Formative Reviews		
Strategy 9: Highland Park EL will provide Special Education program training on supplemental instruction/support/interventions and behavior interventions.	Formative		
Strategy's Expected Result/Impact: -Increase achievement growth for students with special needs. **Staff Responsible for Monitoring:** -Principal -Teachers -Director of Special Programs	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Continued implementation of Accelerated Learning Instruction to address individual needs and increase achievement for at-risk students to show student growth.	Formative		
Strategy's Expected Result/Impact: STAAR Scores, Student Growth, Report Card Grades **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide Title 1 and Focus School guidance and oversight.	Formative		
Strategy's Expected Result/Impact: -Develop and implement a plan to address the areas of concern and increase student growth. **Staff Responsible for Monitoring:** -Assistant Superintendent for Curriculum and Instruction -State and Federal Programs Cooridnator -Elementary Curriculum Coordinator -Principal **Title I:** 2.4, 2.5, 2.6	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5.	Formative		
Strategy's Expected Result/Impact: -Increased STAAR performance. -Increased student growth and achievement.	Nov	Feb	June

Staff Responsible for Monitoring: -Elementary Curriculum Coordinator
-Principal

Title I:
2.4, 2.5, 2.6, 4.2

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Highland Park EL will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

High Priority

Evaluation Data Sources: -Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
-Professional Development documentation from Eduphoria

Strategy 1 Details	Formative Reviews		
Strategy 1: Highland Park EL will continue implementation of Campus Professional Learning Communities (PLC).	**Formative**		
Strategy's Expected Result/Impact: PLC's will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct annual employee engagement climate and culture survey.	**Formative**		
Strategy's Expected Result/Impact: -Review of Survey Data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: -Principal -Teacher **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain the Highland Park EL website, as well as, social media (Facebook, etc.) with information that is beneficial to parents and community members.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Highland Park Elementary Website -Facebook -ClassTag -#noofficetoday -Blackboard Connect **Staff Responsible for Monitoring:** -Principal -Teacher -PTA **Title I:** 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		
Strategy 4: Recognize faculty and staff for outstanding performance and contributions to celebrate successes throughout the school year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Improve morale while recognizing the achievements of our staff both professionally and personally. -Employee Recognition Plan -Appreciation Lunch from PTA Board **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize Key Communicator for Highland Park EL to showcase Nederland Independent School District.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Encourage parents, business leaders, and community members to participate as a member of District/Campus Educational Improvement Committees and other committees that contribute to the success of Nederland Independent School District.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -District Partners in Education Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Highland Park EL will review annually Parent-School Compact and Parental Involvement Policy with input from parents. We will provide parents with copies of the Parental Involvement Policy and Parent-School Compact at Parent-Teacher conferences.	Formative		
Strategy's Expected Result/Impact: -Agenda -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Teachers -CPOC **Title I:** 4.1, 4.2	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Increase in Community and Business Partnerships. (Ex. Garrett Dental, Neches Federal Credit Union, Five Point Credit Union, Jeannie Rodgers from Stewart Title, John Burton III, PaperHat Co, First Financial, Balfour, Zen Nail and Spa, Sake Sushi Bar, Polish Nail Bar, Sombrero Mexican Grill, The Beautique Med Spa, St. Charles Catholic Church, Howell's Furniture, HEB, Dr. Velina Johnson and Doodle's Art Studio)	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Donation Account **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor -Secretary -District Partner in Education Coordinator **Title I:** 2.5, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 9 Details	Formative Reviews		
Strategy 9: Highland Park EL will collaborate to implement wellness programs and procedures through the School Health Advisory Council (SHAC).	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Agendas -Sign-In Sheets **Staff Responsible for Monitoring:** -Principal			

Strategy 10 Details	Formative Reviews		
Strategy 10: Highland Park EL will continue to collaborate with Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Improve communication between administration and staff in areas of concern and need. **Staff Responsible for Monitoring:** -Principal -Campus Representative -Agendas -Minutes -Sign-In Sheets **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 11 Details	**Formative Reviews**		
Strategy 11: Highland Park EL will recognize exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Develop mentor teachers to help improve and model exemplary instructional practices to support all teachers and students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 12 Details	**Formative Reviews**		
Strategy 12: Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional development efforts. Reward teachers successfully increasing rigor in the classroom.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. -Campus Professional Development Agendas-Sign-in Sheets -T-TESS **Staff Responsible for Monitoring:** -Principal -Assistant Principal **Title I:** 4.2			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: Highland Park EL will develop a three year plan for Professional Development that includes professional learning opportunities that support the campus needs of our staff, students, and promotes continuous growth.

Evaluation Data Sources: -Eduphoria Professional Development Log

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a professional development plan to meet our campus needs. The plan will include required professional development for teachers and staff, initiatives, and specialized training for each department as needed.	**Formative**		
Professional Learning will be designed to provide opportunities such as: -Multiple venues to learn the written, taught, and assessed curriculum aligned with State Standards -Strategies for disaggregating and analyzing student data to inform instruction -Induction training for new teachers and administrators -Mentoring and instructonal coaching for new and existing staff -Implementation of job-emmbedded learning -Opportunities to share ideas, best-practices, and successes -Capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. **Strategy's Expected Result/Impact:** -The provision of professional learning structures communicated and delivered in a manner that correlates with Nederland Independent School District Vision and Board Policy. -Eduphoria **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Elementary Curriculum Coordinator -Special Programs Director -State and Federal Programs Coordinator **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLC to identify district trends.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -Identification of campus-level, professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** -Assistant Superintendent for Curriculum and Instruction -Elementary Curriculum Coordinator -Principal			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 3: Implementation of additional safety measures to ensure student and staff safety.

Evaluation Data Sources: -Weekly Door Sweeps
-Documentation and Feedback from Safety Drills

Strategy 1 Details	Formative Reviews		
Strategy 1: All exterior doors on campus will be locked during the instructional day.	Formative		
Strategy's Expected Result/Impact: -Campus Administration Team and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: All classroom doors will remained locked during the instructional day.	Formative		
Strategy's Expected Result/Impact: -Campus Administration Team and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Development of schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -Improve effectiveness of safety drills. -Improve preparedness for emergency events. **Staff Responsible for Monitoring:** -Assistant Superintendent for Human Resources and Operations -Principal -Assistant Principal			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 4: Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Sources: -Capturing Kids Hearts Reporting
-Discipline Referrals
-Attendance
-Grades
-Climate and Culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers to Highland Park EL in the implementation of the Capturing Kids Hearts (CKH) model.	**Formative**		
Strategy's Expected Result/Impact: -Impact positive school culture. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in the classrooms.	**Formative**		
Strategy's Expected Result/Impact: -Development of social contracts. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews

Strategy 3: Provide proper support for teachers implementing CKH by professional learning "CKH Recharge" in September 2022.	Formative		
Strategy's Expected Result/Impact: -Increase fidelity of CKH implementation. -Decrease in discipline referrals. -Increase in attendance. -Address social and emotional needs of students. **Staff Responsible for Monitoring:** -Principal -Assistant Principal -Counselor	Nov	Feb	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for Highland Park Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.2
Brief Description of SCE Services and/or Programs

Personnel for Highland Park Elementary

Name	Position	FTE
Alisha Hansen	Interventionist	0.2
Laura Berry	Dyslexia	1
Mike Parmer	Technology Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Melanie Ford	Second Grade Classroom Teacher	Title I	

Plan Notes

Campus Plan Planning Guide

<mark>DEMOGRAPHICS - Who are we?</mark>

NEEDS:

- STUDENTS
    - Enrollment
    - Attendance
    - Virtual Remote Learning
    - Ethnicity
    - Mobility / Stability
    - Special Programs
        - SPED
        - 504
        - Speech
        - BEST
        - PEP
    - RTI
        - Intervention / Urgent Intervention
    - At-Risk
        - Failed Reading Readiness Test in Prek thru 3rd
        - In grades 7th - 12th who failed in two or more subjects
        - Retained

- Did not perform satisfactorily on STAAR

- Pregnant

- Placed in alternative education program

- Expelled

- On parole or probation

- Drop out

- Limited English proficiency

- In custody care of CPS

- Homeless

- Foster, Halfway House, shelter, psychiatric facility, substance abuse facility

- Parent Incarcerated since birth of student

  - Educationally Disadvantaged

    - Free, Reduced lunch

  - ELL / Migrant

  - Gifted and Talented

- SCHOOL and STAFF

  - 1 of 4 elementary campuses in NISD

  - List all teachers and staff on campus

  - Staff Support Structures

  - Teacher Certification

  - Paraprofessional Certification

- DISTRICT

- District PEIMS report located on NISD website

- District vision and mission statement

- Funding

    - Title 1

    - State Comp

- Grants

- PARENTS

    - PTA

- COMMUNITY

    - Donations

<mark>STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing, in-person and virtually?</mark>

NEEDS: Non-engaged virtual learners;

- GRADING POLICY

- FORMATIVE - based on-going, flexible, informal including pop quizzes, voting, surveys, one minute writings, discussions

    - Grade level

    - Teacher

    - Needs

- SUMMATIVE - including formal tests, teacher tests, formal essays, research papers, projects, standardized, mid-terms, portfolio, chapter test

    - STAAR

    - CoGAT

    - TEA GR 4 Diagnostic Test

    - District Checkpoints and Assessments

- DIAGNOSTIC - to make decisions- Running records, curriculum specific tests, observational, intervention tools, universals

  - EasyCBM

  - Renaissance / Star Early Literacy

  - IStation

  - Dyslexia Screener

  - Reading Readiness Test

<mark>SCHOOL PROCESSES AND PROGRAMS - What are our programs and processes?</mark>

NEEDS: Behavior RTI, PBIS, Restorative Discipline, CHAMPS, Phonics Program K-3rd, Reading Academy

- INSTRUCTIONAL - how students are learning?

  - Virtual Learning

  - Technology Programs

    - Google Classroom

    - SeeSaw

    - Edgunuity

      - PathBlazer Reading and Math

      - Odyssey

    - My Virtual Reading Coach

    - Waterford

    - Lexia

  - Instructional Design, Delivery and High Yield Strategies

  - Bulldog Social Skills training (BEST) Behavior Unit

  - Push in / Pull Out Programs

- RtI

  - RtI Virtual Plan

  - Learning Lab

  - Interventionist

  - Dyslexia

  - Speech

- CURRICULAR - what students are learning?

  - Standards Based Curriculum

  - Supplemental Materials

  - Services and Activities from Title I

- RELATED SERVICES

- SCHOOL ATTENDANCE

- PERSONNEL

  - TTESS

  - Professional Development

  - Handle with Care

- ORGANIZATION

  - Master Schedule

  - Meetings

  - Conference

  - Go for the Gold

  - AIT

- ◦ Committees
- ADMINISTRATIVE
  - ◦ Decision Making Process
  - ◦ District Meetings
  - ◦ Book Reviews
  - ◦ District Walk-Throughs
- PARENT, FAMILY ENGAGEMENT

PERCEPTIONS - How do we do business?

NEEDS:

- CULTURE - way teachers and staff work together and feel
  - ◦ Staff Surveys
  - ◦ Fun Friday's
  - ◦ Food Drive for holidays
- CLIMATE - school's impact on students, including teaching practices and diversity
  - ◦ Safety
  - ◦ COVID procedures
  - ◦ CORE Essentials
- VALUES & BELIEFS
  - ◦ School Theme
  - ◦ School Motto
  - ◦ School Mission
  - ◦ School Value

Addendums To Consider Including:

- Accountability Academic Growth

- Accountability Closing the Gaps

- Accountability Data Table

- Accountability Relative Performance

- Accountability Report

- Accountability Report Card

- Campus Plan Signature Page

- Climate and Culture Survey

- Crosstabs Ethnicity Chart

- Curriculum and Supplemental Materials Chart

- District COVID ReEntry Plan

- Employee Fall Engagement Survey Results

- EOY Attendance Report

- EOY Quality Alignment Data Walks Summary

- GD 3 Longitudinal Report - Reading and Math

- GD 4 Longitudinal Report - Reading, MAth & Writing

- Grading Policy

- HB3 ECMR

- HB3 Elementary

- HP Covid Procedures

- HP ReEntry Plan

- Instructional Minutes

- Master Schedule

- Parent, Family Engagement Survey Results

- Parent Compact - English and Spanish

- Professional Development Plan - Reading and Math

- STAAR Comparison

- STAAR Report Card GR 3: Reading and Math

- STAAR Report Card GR 4: Reading, Math and Writing

- Student Handbook

- Student Handbook

- TAPR Report

- Testing Calendar

- Title I Parent Involvement Policy - English and Spanish

- TSDS PEIMS Disaggregation of Student Data

- TSDS PEIMS Student Data Fall Collection

Addendums

Texas Education Agency
2022 Accountability Ratings Overall Summary
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**95**	A
Student Achievement		93	A
STAAR Performance	71	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		93	A
Academic Growth	88	93	A
Relative Performance (Eco Dis: 48.3%)	71	92	A
Closing the Gaps	**100**	**100**	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ **ELA/Reading**

✓ **Mathematics**

Not Eligible **Science**

Not Eligible **Social Studies**

✓ **Comparative Academic Growth**

✓ **Postsecondary Readiness**

✓ **Comparative Closing the Gaps**

Released August 2022

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 STAAR Performance
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	143	143	-	-	286	
Approaches GL or Above	133	136	-	-	269	94%
Meets GL or Above	112	112	-	-	224	78%
Masters GL	58	62	-	-	120	42%
Total Percentage Points						214%
Component Score						71

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	94%	91%	92%	97%	-	86%	-	75%	93%	84%	85%	82%	100%	96%	88%
At Meets GL Standard or Above	78%	77%	73%	83%	-	57%	-	75%	70%	56%	59%	70%	92%	82%	66%
At Masters GL Standard	42%	27%	33%	50%	-	29%	-	50%	36%	25%	29%	26%	42%	43%	38%
Number of Tests															
At Approaches GL Standard or Above	269	20	79	152	-	12	-	6	111	27	29	41	12	218	51
At Meets GL Standard or Above	224	17	63	130	-	8	-	6	84	18	20	35	11	186	38
At Masters GL Standard	120	6	28	78	-	4	-	4	43	8	10	13	5	98	22
Total Tests	286	22	86	156	-	14	-	8	120	32	34	50	12	228	58
Participation															
% participation 2020-21	99%	100%	98%	99%	*	100%	-	100%	98%	100%	100%	97%	100%	99%	98%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	93%	91%	91%	96%	-	86%	-	*	92%	88%	88%	80%	100%	96%	83%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	78%	73%	81%	81%	-	43%	-	*	70%	56%	59%	68%	83%	82%	62%
At Masters GL Standard	41%	18%	37%	47%	-	29%	-	*	35%	25%	29%	28%	33%	42%	34%
Number of Tests															
At Approaches GL Standard or Above	133	10	39	75	-	**	-	*	55	14	15	20	6	109	24
At Meets GL Standard or Above	112	8	35	63	-	**	-	*	42	9	10	17	5	94	18
At Masters GL Standard	58	2	16	37	-	**	-	*	21	4	5	7	2	48	10
Total Tests	143	11	43	78	-	**	-	*	60	16	17	25	6	114	29
Participation															
% participation 2020-21	98%	100%	97%	98%	*	*	-	100%	97%	100%	100%	97%	*	98%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%

Mathematics

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
At Approaches GL Standard or Above	95%	91%	93%	99%	-	86%	-	*	93%	81%	82%	84%	100%	96%	93%
At Meets GL Standard or Above	78%	82%	65%	86%	-	71%	-	*	70%	56%	59%	72%	100%	81%	69%
At Masters GL Standard	43%	36%	28%	53%	-	29%	-	*	37%	25%	29%	24%	50%	44%	41%
Number of Tests															
At Approaches GL Standard or Above	136	10	40	77	-	**	-	*	56	13	14	21	6	109	27
At Meets GL Standard or Above	112	9	28	67	-	**	-	*	42	9	10	18	6	92	20
At Masters GL Standard	62	4	12	41	-	**	-	*	22	4	5	6	3	50	12
Total Tests	143	11	43	78	-	**	-	*	60	16	17	25	6	114	29
Participation															
% participation 2020-21	98%	100%	97%	98%	*	*	-	100%	97%	100%	100%	97%	*	98%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

STAAR State Indicators-Student Achievement ** BETA ** for HIGHLAND PARK EL

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s   Campus Type: Elementary

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	143	43	0	7	11	0	78	4	25	16
Did Not Meet Approaches	10	4	0	1	1	0	3	1	5	2
Met Approaches Grade Level	133	39	0	6	10	0	75	3	20	14
Met Meets Grade Level	112	35	0	3	8	0	63	3	17	9
Met Masters Grade Level	58	16	0	2	2	0	37	1	7	4

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	143	43	0	7	11	0	78	4	25	16
Did Not Meet Approaches	7	3	0	1	1	0	1	1	4	3
Met Approaches Grade Level	136	40	0	6	10	0	77	3	21	13
Met Meets Grade Level	112	28	0	5	9	0	67	3	18	9
Met Masters Grade Level	62	12	0	2	4	0	41	3	6	4

Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL

No Science data is available for this report.

Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL

No Social Studies data is available for this report.

Writing Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL

No Writing data is available for this report.

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR,T-STAAR-Alt2   Score Code(s): S-Scored
Calculation Option: Average of Performance Level %s   Campus Type: Elementary

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All % Met	Max Points
Number of Tests	286	86	0	14	22	0	156	8	50	32		
% Met Approaches	94	92	*0	86	91	*0	97	75	82	84		
% Met Meets	78	73	*0	57	77	*0	83	75	70	56		
% Met Masters	42	33	*0	29	27	*0	50	50	26	25		
Sum of Met %	214	198	*0	172	195	*0	230	200	178	165	214	300
Average of Met %											214 divided by 300	71

Component	Component Score	Elementary Scaled Score
STAAR	71	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.

The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.
The non-AEA cut points are used in calculating the scaled score.

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA ** for HIGHLAND PARK EL

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S-Scored
Calculation Option: Growth   Campus Type: Elementary

No Points

Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet	Does Not Meet		0
Approaches	Does Not Meet		1
Meets	N/A		1
Masters	N/A		0
Meets	Approaches	N/A	2
Masters	Approaches	N/A	1
Masters	Meets	N/A	6
Total with No Points			**11**

Half Point

Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Approaches	Approaches	Does Not Meet	0
Approaches	Does Not Meet	Does Not Meet	5
Meets	Does Not Meet	Does Not Meet	4
Total with Half Point			**9**

One Point

Prior Year Outcome	Current Year Outcome	STAAR Growth Outcome	Count of Tests
Does Not Meet		Met or Exceeded	3
Approaches		Met or Exceeded	0
Does Not Meet		Met or Exceeded	5
Approaches		Met or Exceeded	5
Meets		Met or Exceeded	11
Does Not Meet	Meets	N/A	6
Approaches	Meets	N/A	24
Does Not Meet	Masters	N/A	4
Approaches	Masters	N/A	10
Meets	Masters	N/A	18
Masters	Masters	N/A	20
Total with One Point			**106**
Total			**126**

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA **
for HIGHLAND PARK EL

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S-Scored

Calculation Option: Growth   Campus Type: Elementary

	(Total with No Points x 0) + (Total with Half Point x 0.5) + (Total with One Point x 1) divided by Total
((11 x 0) + (9 x 0.5) + (106 x 1)) / 126	= 110.5 / 126 = 88

Component	Raw Score	Elementary Scaled Score
STAAR	88	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results. As TEA makes changes to Accountability, these results may change. The non-AEA cut points are used in calculating the scaled score.

STAAR State Indicators-Closing the Gaps ** BETA **
for HIGHLAND PARK EL

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S
Calculation Option: Performance Components   Campus Type: Elementary

Academic Achievement - STAAR Performance Status (Percentage at Meets Grade Level or Above)

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	143	11	43	78	0	7	0	4	25	60	17
Reading Met Min Size	Y	N	Y	Y	N	N	N	Y	Y	Y	N
Reading Targets	44	32	37	60	43	74	45	56	19	33	29
Reading Actual	78	73	81	81	0	43	43	75	68	70	59
Reading Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	*
Math Test Count	143	11	43	78	0	7	0	4	25	60	17
Math Met Min Size	Y	N	Y	Y	N	N	N	Y	Y	Y	N
Math Targets	46	31	40	59	45	82	50	54	23	36	40
Math Actual	78	82	65	86	0	71	0	75	72	70	59
Math Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	*

Achievement Total = # Targets Met divided by # Indicators Met Minimum Size = 10/10 = 100

Growth - STAAR Growth Status (Elementary and Middle Schools)

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Reading Test Count	63	5	15	38	0	2	0	3	14	23	7
Reading Met Min Size	Y	N	Y	Y	N	N	N	N	Y	N	Y
Reading Targets	66	62	65	69	67	77	67	68	59	64	64
Reading Actual	79	100	93	71	0	50	0	67	86	91	100
Reading Target Met	Y	*	*	Y	*	*	*	*	*	*	*
Math Test Count	63	5	15	38	0	2	0	3	14	23	7
Math Met Min Size	Y	N	N	Y	N	N	N	N	N	N	N
Math Targets	71	67	69	74	71	86	74	73	61	68	68
Math Actual	95	100	93	97	100	100	100	67	93	91	86
Math Target Met	Y	*	*	Y	*	*	*	*	*	*	*

Growth Total = # Targets Met divided by # Indicators Met Minimum Size = 4/4 - Less than five groups met minimum size

Student Success - Student Achievement Domain Score: STAAR Component Only

	All Students	African American	Hispanic	White	Native American	Asian	Islander	Two or More Races	Special Education	ECD	EL(C&M)
Test Count	286	22	86	156	0	14	0	8	50	120	34
Met Min Size	Y	N	Y	Y	N	N	N	N	Y	Y	Y
Targets	47	36	41	58	46	73	48	55	23	38	37
Actual	71	65	66	77	0	57	0	67	59	66	58
Target Met	Y	*	Y	Y	*	*	*	*	Y	Y	Y

Success Total = # Targets Met divided by # Indicators Met Minimum Size = 6/6 = 100

STAAR State Indicators-Closing the Gaps ** BETA **
for HIGHLAND PARK EL

Year: 2022   Language(s): English, Spanish   Test Version(s): S-STAAR,T-STAAR-Alt2   Score Code(s): S
Calculation Option: Performance Components   Campus Type: Elementary

English Language Proficiency Status (Progress>=1 Level or Advanced High)	EL
Test Count	24
Met Min Size	N
Targets	36
Actual	46
Target Met	*

Closing the Gaps Summary

Component	Percentage of Evaluated Indicators Met	Weight	Total Points
Academic Achievement	100	75	75
Growth	0	0	0
Student Achievement Domain	100	25	25
English Language Proficiency	0	0	0
Closing the Gaps Raw Score (STAAR Component Only)		100	100
Closing the Gaps Scaled Score (STAAR Component Only)		100	100

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The SAT/ACT, CCMR, and Graduation components cannot be calculated in DMAC. Please consult the Accountability Manual for including these components.
The Former Special Education, Continuously Enrolled, and Non-Continuously Enrolled Demographics are not included.

STAAR State Indicators-School Progress: Part A Academic Growth ** BETA **
for HIGHLAND PARK EL

Year: 2022 Language(s): English, Spanish Test Version(s): S-STAAR,T-STAAR-Alt2 Score Code(s): S-Scored
Calculation Option: Growth Campus Type: Elementary

STAAR			
((11 x 0) + (9 x 0.5) + (106 x 1)) / 126	(Total with No Points x 0) + (Total with Half Point x 0.5) + (Total with One Point x 1) divided by Total		
	=	110.5 / 126	=	88

Component	Raw Score	Elementary Scaled Score
STAAR	88	93

Important Note: This report only reflects the data that has been imported. At times, it will be based on preliminary and partial results.
As TEA makes changes to Accountability, these results may change.
The non-AEA cut points are used in calculating the scaled score.

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 62% by June 2024.

Yearly Target Goals

2020 (2019)	2021	2022	2023	2024
59%	59% (53)	60% (64)	61%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	43%	57%	62%		80%		31%	32%	47%	n/a	50%	n/a	n/a
2021	43% (37)	57% (46)	62% (51)		80% (61)		31% (25)	32% (30)	47% (44)	(40)	50% (44)	n/a	n/a
2022	44% (46)	58% (58)	63% (70)		81% (58)		32% (78)	33% (34)	48% (54)		51% (44)	n/a	n/a
2023	45%	59%	64%		82%		33%	33%	49%		51%	n/a	n/a
2024	46%	60%	65%		83%		34%	34%	50%	.	52%	n/a	n/a

Early Childhood Literacy Progress Measure 1

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	63% (ND)	64% (62)	65%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2021	63% (ND)	50% (ND)	72% (ND)		80% (ND)		75% (ND)	40% (ND)	63% (ND)		47% (ND)	n/a	n/a
2022	64% (57)	51% (55)	73% (53)		81% (83)		76% (100)	41% (100)	64% (59)		48% (54)	n/a	n/a
2023	65%	52%	74%		82%		77%	41%	65%		48%	n/a	n/a
2024	66%	53%	75%		83%		78%	42%	66%		49%	n/a	n/a

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	81% (83)	82% (85)	83%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73% (65)	67% (83)	79% (85)		85% (70)		78% (67)	0% (52)	72% (71)		61% (71)	n/a	n/a
2022	74% (91)	68% (81)	80% (83)		86% (97)		79% (81)	2% (63)	73% (81)		62% (88)	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

Early Childhood Literacy Progress Measure 3

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Reading will increase from 64% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	64% (67)	65% (81)	66%	67%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2021	56% (59)	57% (61)	64% (68)		78% (76)		64% (72)	12% (30)	55% (56)		47% (53)	n/a	n/a
2022	57% (66)	58% (76)	65% (82)		79% (91)		65% (76)	13% (55)	56% (74)		48% (72)	n/a	n/a
2023	58%	59%	66%		80%		66%	13%	57%		48%	n/a	n/a
2024	59%	60%	67%		81%		67%	14%	58%		49%	n/a	n/a

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% to 62% by June 2024.

Yearly Target Goals

2020(2019)	2021	2022	2023	2024
59%	59% (46)	60% (52)	61%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	34%	63%	61%		76%		38%	35%	50%	n/a	55%	n/a	n/a
2021	34% (33)	63% (36)	61% (51)		76% (64)		38% (25)	35% (14)	50% (38)	(80)	55% (38)	n/a	n/a
2022	35% (29)	64% (45)	62% (58)		77% (65)		39% (56)	36% (22)	51% (44)		56% (38)	n/a	n/a
2023	36%	65%	63%		78%		40%	36%	52%		56%	n/a	n/a
2024	37%	66%	64%		79%		41%	37%	53%		57%	n/a	n/a

Early Childhood Math Progress Measure 1

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Math 87% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
87%	87% (ND)	88% (77)	89%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2021	75% (ND)	80% (ND)	94% (ND)		100% (ND)		100% (ND)	60% (ND)	87% (ND)		71% (ND)	n/a	n/a
2022	76% (43)	81% (76)	95% (79)		100% (92)		100% (100)	61% (67)	88% (75)		72% (73)	n/a	n/a
2023	77%	82%	95%		100%		100%	61%	88%		72%	n/a	n/a
2024	78%	83%	96%		100%		100%	62%	89%		73%	n/a	n/a

Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	81% (83)	82% (85)	83%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73% (65)	67% (83)	79% (85)		85% (70)		78% (67)	0% (52)	72% (71)		61% (71)	n/a	n/a
2022	74% (91)	68% (81)	80% (83)		86% (97)		79% (81)	2% (63)	73% (81)		62% (88)	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

Early Childhood Math Progress Measure 3

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Math from 80% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	80% (79)	81% (68)	82%	83%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2021	73% (67)	77% (75)	80% (79)		90% (81)		77% (74)	46% (50)	72% (72)		74% (72)	n/a	n/a
2022	74% (57)	78% (60)	81% (68)		91% (83)		78% (64)	47% (33)	73% (57)		75% (51)	n/a	n/a
2023	75%	79%	82%		92%		79%	47%	74%		75%	n/a	n/a
2024	76%	80%	83%		93%		80%	48%	75%		76%	n/a	n/a

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: 102
2021 - 2022 Fall Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

	TOTAL ENROLLMENT	417

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	14	3.36%
PRE-KINDERGARTEN	15	3.60%
KINDERGARTEN	85	20.38%
GRADE 1	77	18.47%
GRADE 2	77	18.47%
GRADE 3	80	19.18%
GRADE 4	69	16.55%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	417	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	205	49.16%
FEMALE	212	50.84%
TOTAL	417	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	7	1.68%
"1" ELIGIBLE FOR FULL DAY	380	91.13%
"2" ELIGIBLE FOR HALF DAY	24	5.76%
"3" TRANSFER FOR FULL DAY	6	1.44%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	417	100.00%

	Count	%Enroll
LEP	38	9.11%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	200	47.96%
MILITARY CONNECTED	7	1.68%
FOSTER CARE	2	0.48%
DYSLEXIA	22	5.28%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.24%	0.24%
ASIAN	15	3.60%	3.60%
BLACK/AFRICAN AMER.	23	5.52%	5.52%
HISPANIC/LATINO	132	31.65%	31.65%
WHITE	229	54.92%	54.92%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	17	4.08%	4.08%
TOTAL	417	100.00%	100.00%

MIGRANTS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	100.00%	0.24%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.24%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.94%	0.24%
BLACK/AFRICAN AMER.	6	17.65%	1.44%
HISPANIC/LATINO	12	35.29%	2.88%
WHITE	15	44.12%	3.60%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	34	100.00%	8.15%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	6	3.61%	1.44%
BLACK/AFRICAN AMER.	9	5.42%	2.16%
HISPANIC/LATINO	65	39.16%	15.59%
WHITE	78	46.99%	18.71%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	4.82%	1.92%
TOTAL	166	100.00%	39.81%

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

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	2.70%	0.24%
ASIAN	7	18.92%	1.68%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	25	67.57%	6.00%
WHITE	4	10.81%	0.96%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	37	100.00%	8.87%

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

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	3	20.00%	0.72%
WHITE	12	80.00%	2.88%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	15	100.00%	3.60%

This report displays the data for the FALL 2021 - 2022 collection that was accepted by the ESC on 01/20/2022 02:32 PM.

Texas Education Agency
PDM1-120-009
v22.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: 102
2021 - 2022 Fall Collection, Accepted Submission

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LEA: 123905 - NEDERLAND ISD

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	7	1.68%
"6" ATTENDS SCHOOL WIDE	410	98.32%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	417	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	0	0.00%
UNACCOMPANIED YOUTH CODE 3	0	0.00%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	0	0.00%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.65%	0.24%
ASIAN	8	5.23%	1.92%
BLACK/AFRICAN AMER.	6	3.92%	1.44%
HISPANIC/LATINO	62	40.52%	14.87%
WHITE	69	45.10%	16.55%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	4.58%	1.68%
TOTAL	153	100.00%	36.69%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	3.33%	0.48%
BLACK/AFRICAN AMER.	3	5.00%	0.72%
HISPANIC/LATINO	13	21.67%	3.12%
WHITE	36	60.00%	8.63%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	10.00%	1.44%
TOTAL	60	100.00%	14.39%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	15	100.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	15	100.00%

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

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

This report displays the data for the FALL 2021 - 2022 collection that was accepted by the ESC on 01/20/2022 02:32 PM.

Texas Education Agency
PDM1-120-005
v22.1.4

TSDS PEIMS STUDENT DATA REVIEW
LEA-level Data
Campuses: 102
2021 - 2022 Fall Collection, Accepted Submission

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LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	417	N/A
Total Membership	410	N/A
Enrollment by Grade:		
Early Education	14	3.36
Pre-Kindergarten	15	3.60
Kindergarten	85	20.38
Grade 1	77	18.47
Grade 2	77	18.47
Grade 3	80	19.18
Grade 4	69	16.55
Grade 5	0	0.00
Grade 6	0	0.00
Grade 7	0	0.00
Grade 8	0	0.00
Grade 9	0	0.00
Grade 10	0	0.00
Grade 11	0	0.00
Grade 12	0	0.00
Ethnicity/Race Distribution:		
White	229	54.92
Hispanic/Latino	132	31.65
Black or African American	23	5.52
Asian	15	3.60
American Indian or Alaska Native	1	0.24
Native Hawaiian/Other Pacific Islander	0	0.00
Two or More	17	4.08

This report displays the data for FALL 2021 - 2022 Accepted Submission that was accepted by the ESC on 1/20/2022 2:32 PM.

Texas Education Agency

PDM1-120-005

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TSDS PEIMS STUDENT DATA REVIEW

LEA-level Data

Campuses: 102

2021 - 2022 Fall Collection, Accepted Submission

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LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	417	N/A
Total Membership	410	N/A
HIGH SCHOOL GRADUATES (2020 - 2021):		
Grade 12 Attendance	0	N/A
Graduates Reported	0	0.00
White	0	0.00
Hispanic/ Latino	0	0.00
Black or African American	0	0.00
Asian	0	0.00
American Indian or Alaska Native	0	0.00
Native Hawaiian/ Other Pacific Islander	0	0.00
Two or more	0	0.00
Advanced Program		
20 - Graduated DAP 98-99	0	0.00
23 - Graduated DAP 01-04 Chap.74	0	0.00
26 - Graduated DAP 04-05 Chap.74	0	0.00
29 - Graduated DAP 07-08 Chap.74	0	0.00
32 - Graduated DAP 12-13 Chap.74	0	0.00

This report displays the data for FALL 2021 - 2022 Accepted Submission that was accepted by the ESC on 1/20/2022 2:32 PM.

Texas Education Agency
PDM1-120-005
v22.1.4

TSDS PEIMS STUDENT DATA REVIEW
LEA-level Data
Campuses: 102
2021 - 2022 Fall Collection, Accepted Submission

Monday 09/26/2022 2:08 PM
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LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	417	N/A
Total Membership	410	N/A
Dropouts Reported (2020 - 2021):	0	N/A
At Risk Students	153	36.69
Military Connected	7	1.68
Foster Care	2	0.48
Economic Disadvantaged:	200	47.96
Regular	168	40.29
Special Education	32	7.67
LEP:	38	9.11
Regular	35	8.39
Special Education	3	0.72
Student Enrollment By Program:		
Special Education	60	14.39
Billingual Education	0	0.00
ESL Education	37	8.87
Alternative Language	0	0.00
Gifted and Talented Education	15	3.60
Title 1	410	98.32
RDSPD	1	0.24
PPCD	16	3.84

This report displays the data for FALL 2021 - 2022 Accepted Submission that was accepted by the ESC on 1/20/2022 2:32 PM.

TSDS PEIMS STUDENT DATA REVIEW
LEA-level Data
Campuses: 102
2021 - 2022 Fall Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Student Information	LEA	
	Count	Percent
Total Enrollment	417	N/A
Total Membership	410	N/A
Student Attribution:		
00 No Attribution	411	98.56
01 Open Enrollment Charter School: Within Attendance/Geographic Boundaries	0	0.00
02 JJAEP	0	0.00
03 PEG	0	0.00
06 Transfer Between Districts	6	1.44
07 Lives Out-Of-State	0	0.00
10 Parent Referral to TSD	0	0.00
12 Private School	0	0.00
21 RTF by court order, not assigned to district	0	0.00
22 RTF by court order, regularly assigned to district	0	0.00
23 RTF not by court order, not regularly assigned to district	0	0.00
24 RTF not by court order, regularly assigned to district	0	0.00
25 TJJDF by court order, not regularly assigned to the district	0	0.00
26 TJJDF by court order, regularly assigned to district	0	0.00
27 TJJDF not by court order, not regularly assigned to district	0	0.00
28 TJJDF not by court order, regularly assigned to district	0	0.00
29 South Texas ISD	0	0.00
30 Child of Charter School Employee	0	0.00
31 Open Enrollment Charter School: Outside Attendance/Geographic Boundaries	0	0.00
Immigrant Students	0	0.00
Migrant Students	1	0.24

This report displays the data for FALL 2021 - 2022 Accepted Submission that was accepted by the ESC on 1/20/2022 2:32 PM.

Texas Education Agency
PDM3-132-006
v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION INCIDENT COUNTS BY REASON CODE
LEA-level Data
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Reason Code		Incident Total*
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007	18
41	Fighting/Mutual Combat - Excludes all offenses under Penal Code 22.01	3
	Total	21

*NOTE: A distinct disciplinary incident will only be counted once at the campus level.

Texas Education Agency
PDM3-132-003
v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Codes

Action Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
21 - St Code Conduct	0	0	0	0	5	12	0	0	0	0	0	0	0	17
41 - Fighting	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Total	0	0	0	0	5	15	0	0	0	0	0	0	0	20

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency
PDM3-132-003
v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Codes

Action Reason Code	14	15	16	17	25	26	Action Sub-Total *
21 - St Code Conduct	0	0	0	0	1	0	1
Total	0	0	0	0	1	0	1

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency

PDM3-132-003

v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code	27	28		Action Sub-Total *

*   *   *   No Data to Report   *   *   *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency

PDM3-132-003

v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *

*   *   *   No Data to Report   *   *   *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

** NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY
LEA-level Data
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

LEA: 123905 - NEDERLAND ISD

Action Reason Code	Action Total
21 - St Code Conduct	18
41 - Fighting	3
Total	21

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

Texas Education Agency

PDM3-132-003

v22.3.1

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 102

2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Action Code Description
_____

05 OOS Suspension

06 IS Suspension

25 Part OOS Suspen

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes:

Disciplinary Action Codes:

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

Monday 09/26/2022 2:09 PM
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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 1

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	100.0	162.0	1,993.0	1,963.0	1,902.0	1,976.0	1,778.0	0.0
C.	Total Days Absent	18.0	18.5	184.0	213.0	129.0	168.0	90.0	0.0
D.	Total Days Present	82.0	143.5	1,809.0	1,750.0	1,773.0	1,808.0	1,688.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	82.0	143.5	1,809.0	1,750.0	1,773.0	1,808.0	1,688.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	11.5	75.0	149.0	48.0	197.0	146.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	813.0	899.0	815.0	883.0	X	X
H.2	Early Ed Lang Elig Days	X	X	75.0	149.0	48.0	197.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	25.0	75.0	24.0	154.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	41.5	0.0	17.0	25.0	45.0	24.0	79.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	0.460	3.000	5.960	1.920	7.880	5.840	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.660	0.000	0.680	1.000	1.800	0.960	3.160	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	32.520	35.960	32.600	35.320	X	X
O.2	Early Ed Lang Refined ADA	X	X	3.000	5.960	1.920	7.880	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	1.000	3.000	0.960	6.160	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.78	0.23	0.55	0.47	1.16	2.11	3.68	0.00
S.	Regular Program Ref ADA	2.496	5.512	71.814	69.532	69.759	70.210	63.838	0.000
T.	Total Refined ADA	3.280	5.740	72.360	70.000	70.920	72.320	67.520	0.000
U.	Percent in Attendance	82.00%	88.58%	90.77%	89.15%	93.22%	91.50%	94.94%	0.00%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

Monday 09/26/2022 2:09 PM
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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: **1**

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,874.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	820.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,053.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9,053.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	626.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	3,410.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	469.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	278.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	231.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	25.060
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	9.260
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	136.400
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	18.760
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	11.120
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.98
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	353.161
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	362.140
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	91.69%

NOTE: Detail may not add to totals due to rounding.
NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2021 - 2022 Summer Collection, Resubmission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 2

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	117.0	209.5	2,298.0	2,181.0	2,131.0	2,219.0	1,935.0	0.0
C.	Total Days Absent	10.0	29.5	121.0	113.0	98.0	101.0	86.0	0.0
D.	Total Days Present	107.0	180.0	2,177.0	2,068.0	2,033.0	2,118.0	1,849.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	107.0	180.0	2,177.0	2,068.0	2,033.0	2,118.0	1,849.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	53.0	83.0	221.0	80.0	272.0	162.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	27.0	0.0	0.0	8.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,009.0	1,049.0	929.0	1,048.0	X	X
H.2	Early Ed Lang Elig Days	X	X	111.0	240.0	84.0	294.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	56.0	131.0	28.0	238.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	49.5	0.0	18.0	47.0	52.0	27.0	100.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	1.893	2.964	7.893	2.857	9.714	5.786	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.964	0.000	0.000	0.286	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.768	0.000	0.643	1.679	1.857	0.964	3.571	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	36.036	37.464	33.179	37.429	X	X
O.2	Early Ed Lang Refined ADA	X	X	3.964	8.571	3.000	10.500	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	2.000	4.679	1.000	8.500	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.14	0.26	1.25	0.58	1.22	2.62	4.01	0.00
S.	Regular Program Ref ADA	2.683	6.170	76.501	73.278	71.387	73.027	62.024	0.000
T.	Total Refined ADA	3.821	6.429	77.750	73.857	72.607	75.643	66.036	0.000
U.	Percent in Attendance	91.45%	85.92%	94.73%	94.82%	95.40%	95.45%	95.56%	0.00%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 2

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,090.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	558.5
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,532.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,532.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	871.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,035.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	729.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	453.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	293.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	31.107
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.250
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.482
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	144.107
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	26.036
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	16.179
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.07
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	365.070
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	376.143
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	94.96%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
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TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

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LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 3

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	149.5	213.0	2,494.0	2,345.0	2,235.0	2,395.0	2,100.0	0.0
C.	Total Days Absent	19.5	30.5	218.0	154.0	122.0	108.0	100.0	0.0
D.	Total Days Present	130.0	182.5	2,276.0	2,191.0	2,113.0	2,287.0	2,000.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	130.0	182.5	2,276.0	2,191.0	2,113.0	2,287.0	2,000.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	61.0	87.0	219.0	91.0	286.0	153.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	29.0	0.0	0.0	4.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,050.0	1,094.0	956.0	1,098.0	X	X
H.2	Early Ed Lang Elig Days	X	X	116.0	219.0	107.0	290.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	58.0	115.0	23.0	234.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	56.0	0.0	0.0	27.0	74.0	30.0	134.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	2.033	2.900	7.300	3.033	9.533	5.100	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.967	0.000	0.000	0.133	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.867	0.000	0.000	0.900	2.467	1.000	4.467	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	35.000	36.467	31.867	36.600	X	X
O.2	Early Ed Lang Refined ADA	X	X	3.867	7.300	3.567	9.667	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	1.933	3.833	0.767	7.800	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.27	0.25	1.77	0.60	1.17	2.88	3.96	0.00
S.	Regular Program Ref ADA	3.063	5.833	74.096	72.431	69.266	73.348	62.709	0.000
T.	Total Refined ADA	4.333	6.083	75.867	73.033	70.433	76.233	66.667	0.000
U.	Percent in Attendance	86.96%	85.68%	91.26%	93.43%	94.54%	95.49%	95.24%	0.00%

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NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 3

	A. Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,931.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	752.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,179.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,179.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	897.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,198.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	732.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	430.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	321.0
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	29.900
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.100
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	10.700
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	139.933
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	24.400
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	14.333
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.90
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	360.747
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	372.650
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.70%

NOTE: Detail may not add to totals due to rounding.
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each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
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TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 4

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	165.0	227.5	2,459.0	2,335.0	2,224.0	2,372.0	2,123.0	0.0
C.	Total Days Absent	26.0	39.0	220.0	237.0	233.0	219.0	181.0	0.0
D.	Total Days Present	139.0	188.5	2,239.0	2,098.0	1,991.0	2,153.0	1,942.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	139.0	188.5	2,239.0	2,098.0	1,991.0	2,153.0	1,942.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	67.0	80.0	210.0	116.0	295.0	190.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	30.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,028.0	1,042.0	865.0	1,045.0	X	X
H.2	Early Ed Lang Elig Days	X	X	120.0	210.0	116.0	295.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	69.0	108.0	29.0	237.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	58.5	0.0	2.0	25.0	119.0	56.0	170.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	2.233	2.667	7.000	3.867	9.833	6.333	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	1.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.950	0.000	0.067	0.833	3.967	1.867	5.667	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	34.267	34.733	28.833	34.833	X	X
O.2	Early Ed Lang Refined ADA	X	X	4.000	7.000	3.867	9.833	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	2.300	3.600	0.967	7.900	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.32	0.24	1.08	0.51	1.03	2.26	3.84	0.00
S.	Regular Program Ref ADA	3.311	6.041	73.548	69.425	65.332	69.506	60.895	0.000
T.	Total Refined ADA	4.633	6.283	74.633	69.933	66.367	71.767	64.733	0.000
U.	Percent in Attendance	84.24%	82.86%	91.05%	89.85%	89.52%	90.77%	91.47%	0.00%

NOTE: Detail may not add to totals due to rounding.
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Texas Education Agency
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v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 4

A.	Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,905.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,155.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,750.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10,750.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	958.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	30.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	3,980.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	741.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	443.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	430.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	31.933
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	1.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	14.350
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	132.667
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	24.700
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	14.767
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.29
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	348.059
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	358.350
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	90.30%

NOTE: Detail may not add to totals due to rounding.
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TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 5

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	183.0	232.0	2,407.0	2,252.0	2,146.0	2,380.0	2,101.0	0.0
C.	Total Days Absent	29.5	33.5	110.0	100.0	89.0	78.0	86.0	0.0
D.	Total Days Present	153.5	198.5	2,297.0	2,152.0	2,057.0	2,302.0	2,015.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	153.5	198.5	2,297.0	2,152.0	2,057.0	2,302.0	2,015.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	90.5	115.0	224.0	137.0	311.0	225.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	14.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,076.0	1,067.0	872.0	1,143.0	X	X
H.2	Early Ed Lang Elig Days	X	X	130.0	224.0	141.0	311.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	72.0	111.0	28.0	253.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	59.5	0.0	28.0	28.0	153.0	58.0	199.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	3.121	3.966	7.724	4.724	10.724	7.759	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.483	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	2.052	0.000	0.966	0.966	5.276	2.000	6.862	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	37.103	36.793	30.069	39.414	X	X
O.2	Early Ed Lang Refined ADA	X	X	4.483	7.724	4.862	10.724	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	2.483	3.828	0.966	8.724	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.29	0.26	1.22	0.66	1.13	2.52	4.20	0.00
S.	Regular Program Ref ADA	4.004	6.586	77.984	73.544	69.799	76.854	65.282	0.000
T.	Total Refined ADA	5.293	6.845	79.207	74.207	70.931	79.379	69.483	0.000
U.	Percent in Attendance	83.88%	85.56%	95.43%	95.56%	95.85%	96.72%	95.91%	0.00%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.

NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 5

	A. Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,701.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	526.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,175.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,175.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,102.5
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,158.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	806.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	464.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	525.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	38.017
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.483
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	18.121
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	143.379
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	27.793
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	16.000
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.29
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	374.053
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	385.345
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.50%

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TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data | All Methods (Combined)

Campuses: 102

2021 - 2022 Summer Collection, Resubmission

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 6

	A. Six-week Summary	EE	PK	KG	01	02	03	04	05
B.	Days Membership	201.5	248.0	2,554.0	2,409.0	2,316.0	2,626.0	2,263.0	0.0
C.	Total Days Absent	31.0	31.0	149.0	118.0	109.0	100.0	85.0	0.0
D.	Total Days Present	170.5	217.0	2,405.0	2,291.0	2,207.0	2,526.0	2,178.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	170.5	217.0	2,405.0	2,291.0	2,207.0	2,526.0	2,178.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	96.0	150.0	267.0	147.0	331.0	236.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	1,132.0	1,125.0	942.0	1,267.0	X	X
H.2	Early Ed Lang Elig Days	X	X	151.0	268.0	147.0	331.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	90.0	149.0	28.0	269.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	54.5	0.0	39.0	42.0	177.0	61.0	206.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	3.097	4.839	8.613	4.742	10.677	7.613	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.758	0.000	1.258	1.355	5.710	1.968	6.645	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	36.516	36.290	30.387	40.871	X	X
O.2	Early Ed Lang Refined ADA	X	X	4.871	8.645	4.742	10.677	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	2.903	4.806	0.903	8.677	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.30	0.27	0.95	0.65	1.26	2.49	4.49	0.00
S.	Regular Program Ref ADA	4.196	6.732	76.630	73.252	69.933	78.992	65.768	0.000
T.	Total Refined ADA	5.500	7.000	77.581	73.903	71.194	81.484	70.258	0.000
U.	Percent in Attendance	84.62%	87.50%	94.17%	95.10%	95.29%	96.19%	96.24%	0.00%

NOTE: Detail may not add to totals due to rounding.

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Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Six-week Reporting Period: 6

	A. Six-week Summary	06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,617.5
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	623.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,994.5
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11,994.5
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,227.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	4,466.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	897.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	536.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	579.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	39.581
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	18.694
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	144.065
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	28.935
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	17.290
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.42
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	375.503
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	386.919
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.06%

NOTE: Detail may not add to totals due to rounding.

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Texas Education Agency
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TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
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LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)
Total Grade Summary

		EE	PK	KG	01	02	03	04	05
B.	Days Membership	916.0	1,292.0	14,205.0	13,485.0	12,954.0	13,968.0	12,300.0	0.0
C.	Total Days Absent	134.0	182.0	1,002.0	935.0	780.0	774.0	628.0	0.0
D.	Total Days Present	782.0	1,110.0	13,203.0	12,550.0	12,174.0	13,194.0	11,672.0	0.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	782.0	1,110.0	13,203.0	12,550.0	12,174.0	13,194.0	11,672.0	0.0
G.1	BE - Elig Days Bilingual/ESL	0.0	379.0	590.0	1,290.0	619.0	1,692.0	1,112.0	0.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	100.0	0.0	0.0	12.0	0.0	0.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	6,108.0	6,276.0	5,379.0	6,484.0	X	X
H.2	Early Ed Lang Elig Days	X	X	703.0	1,310.0	643.0	1,718.0	X	X
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	370.0	689.0	160.0	1,385.0	X	X
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	319.5	0.0	104.0	194.0	620.0	256.0	888.0	0.0
L.1	BE - Bil/ESL Refined ADA	0.000	2.139	3.389	7.415	3.524	9.727	6.405	0.000
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.569	0.000	0.000	0.070	0.000	0.000
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	1.842	0.000	0.602	1.122	3.513	1.460	5.062	0.000
O.1	Early Ed Eco Dis Refined ADA	X	X	35.240	36.285	31.156	37.411	X	X
O.2	Early Ed Lang Refined ADA	X	X	4.031	7.533	3.660	9.880	X	X
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	2.103	3.958	0.927	7.960	X	X
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	1.18	0.25	1.14	0.58	1.16	2.48	4.03	0.00
S.	Regular Program Ref ADA	3.292	6.146	75.095	71.910	69.246	73.656	63.419	0.000
T.	Total Refined ADA	4.477	6.397	76.233	72.489	70.409	76.138	67.449	0.000
U.	Percent in Attendance	85.37%	85.91%	92.95%	93.07%	93.98%	94.46%	94.89%	0.00%

NOTE: Detail may not add to totals due to rounding.
NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
NOTE 3: This report has been expanded to include attendance fields that were implemented for remote learning. In addition to a combined All Methods page, this report has separate pages for each remote learning instructional method for all rows, excluding Days Taught, Days Membership, Total Days Absent, Total Days Present, Total Ineligible Days, and Percent in Attendance.

Texas Education Agency
PDM3-130-001
v22.3.3

TSDS PEIMS SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE
LEA-level Data | All Methods (Combined)
Campuses: 102
2021 - 2022 Summer Collection, Resubmission

Monday 09/26/2022 2:09 PM
Page 14 of 14

LEA: 123905 - NEDERLAND ISD

Instruction Method: All Methods (Combined)

Total Grade Summary

		06	07	08	09	10	11	12	Total
B.	Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	69,120.0
C.	Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4,435.0
D.	Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	64,685.0
E.	Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F.	Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	64,685.0
G.1	BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,682.0
G.2	D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	112.0
G.3	D2 (EL) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4	D2 (EP) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1	Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	24,247.0
H.2	Early Ed Lang Elig Days	X	X	X	X	X	X	X	4,374.0
H.3	Early Ed Eco Dis & Lang Elig Days	X	X	X	X	X	X	X	2,604.0
I.	Eligible Days in Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J.	Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K.	Elig Days SpecEd Main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,381.5
L.1	BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	32.600
L.2	D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.639
L.3	D2 (EL) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4	D2 (EP) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M.	Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N.	SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	13.601
O.1	Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	140.092
O.2	Early Ed Lang Refined ADA	X	X	X	X	X	X	X	25.104
O.3	Early Ed Eco Dis & Lang Refined ADA	X	X	X	X	X	X	X	14.948
P.	Preg Related Serv FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.1	Career & Technical Ed FTE - Tier 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.2	Career & Technical Ed FTE - Tier 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Q.3	Career & Technical Ed FTE - Tier 3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
R.	Special Education FTE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10.83
S.	Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	362.765
T.	Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	373.591
U.	Percent in Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	93.58%

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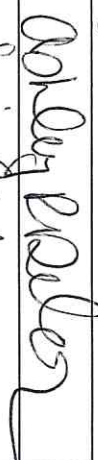
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2022-2023 CPOC

Meeting Date: October 7, 2022

2:00 PM

HIGHLAND PARK EL

Committee Role	Name	Position	Signature
Parent	Ashley Delage	Parent, Campus Performance Objectives Council	
Parent	Lori Barnes	Parent, Campus Performance Objectives Council	
Community Representative	Mary Fleming	Community Resident, Campus Performance Objectives Council	
Community Representative	Joyce Elender	Community Resident, Campus Performance Objectives Council	
Business Representative	Keely Jardell	Business Representative, Campus Performance Objectives Council	
Business Representative	Cheryl Evans	Business Representative, Campus Performance Objectives Council	
Non-classroom Professional	Miranda Guidry	Campus Non-Teaching Professional, Campus Performance Objectives Council	
District-level Professional	Jeff McKinnon	District Non-Teaching Professional, Campus Performance Objectives Council	
Classroom Teacher	Kara Smith	Classroom Teacher, Campus Performance Objectives Council	
Classroom Teacher	Chasity Jander	Classroom Teacher, Campus Performance Objectives Council	
Classroom Teacher	Melanie Ford	Classroom Teacher, Campus Performance Objectives Council	
Administrator	Sissy L. Dainwood	Principal	
Administrator	Laurie Morgan	Assistant Principal	
Counselor	Maria Clack	Counselor	

Committee Role	Name	Position	Signature
Secretary	Amber Berry	Secretary, Campus Performance Objectives Council	*Amber Berry*
Classroom Teacher	Darla Sanderson	Classroom Teacher, Campus Performance Objectives Council	*Darla Sanderson*
Student	Jonah Hotchkiss	Student	*Jonah Hotchkiss*