

**Nederland Independent School District**  
**C. O. Wilson Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

**C.O. Wilson Middle School**

## **Mission Statement**

The mission of C.O. Wilson Middle School is to provide a safe, orderly, trusting, and caring environment in order to ensure that our students will meet and exceed a high level of academic achievement as measured by state and national standards. C.O. Wilson strives to promote the motivation necessary to help all students become independent, successful, self-sufficient, and contributing young adults in a diverse changing society.

## **Vision**

C.O. Wilson Middle School is committed to excellence in order to provide a quality education for all students. All students will receive the respect, encouragement, and educational opportunities needed to enable them to be successful, contributing members of a changing global society.

## **Value Statement**

**Bullpups: *Learning, Leading, and Achieving Together***

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Enrollment

642 as of November 7, 2023

6th Grade through 8th Grade

47.8% Female

52.2% Male

14.8% Special Education

42.6% Educationally Disadvantaged

#### Attendance

2022-2023

94.7%

The first six weeks of the 2023 - 2024 school year was 95.54 and the second six weeks was 95.66%.

#### Ethnicity

Race		6 Grade	7 Grade	8 Grade	Total
Asian	F	6	3	3	12
	M	17	7	5	29
Black	F	8	9	6	23
	M	3	3	6	12
Hawaiian/Pacific Islander	F	--	--	1	1
Hispanic or Latino	F	28	33	32	92
	M	31	26	19	76
Two or More Races	F	3	7	5	15
	M	6	1	6	13
White	F	43	62	59	164
	M	66	75	63	204
Total In Grade		211	226	205	642

#### Special Education

SPED	06	07	08	Total
No	178	188	181	547
Yes	33	38	24	95
	211	226	205	642

#### Educationally Disadvantage

Free/ Reduced	06	07	08	Total
	104	141	119	364
Lunch Group 1 (Free)	92	72	74	238
Lunch Group 2 (Reduced)	14	12	10	36
	1	1	2	4
Total	211	226	205	642

### **Demographics Strengths**

Enrollment is greater than 640 and has fluctuated from 640 to over 650 students at C.O.Wilson. Enrollment continues to increase.

The comparison of attendance from the end of last school year to now is not relevant due to the movement of 5th grade to elementary.

# Student Achievement

## Student Achievement Summary

### 2022 STAAR Results

2022 STAAR Results				
Test	% Did Not Meet	% Approaches	% Meets	% Masters
5 <sup>rd</sup> Reading	18	82	54	28
5 <sup>rd</sup> Math	12	88	62	28
5 <sup>th</sup> Science	28	72	39	14
6 <sup>h</sup> Reading	15	85	68	31
6 <sup>th</sup> Math	16	84	45	18
7 <sup>th</sup> Reading	13	87	68	36
7 <sup>th</sup> Math	26	74	49	17
8 <sup>th</sup> Reading	8	92	72	38
8 <sup>th</sup> Math	11	89	70	26
8 <sup>th</sup> Science	12	88	62	21
8 <sup>th</sup> Social Studies	21	79	49	22

Algebra	N/A	100	100	100
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## Student Achievement Strengths

100% of Algebra students performed at the Masters Level for the second year

5th Grade Math increased by 8% points at the Meets Level.

6th Grade Reading increased by 4% points at the Approaches Level and 17% points at the Meets Level and 1% points at the Masters Level.

8th grade Reading increased by 9% points at the Meets Level and 17% points at the Masters Level.

8th Grade Math increased by 4% at the Approaches Level and 4% at the Meets Level.

8th Grade Science increased by 4% at the Approaches Level and 8% at the Meets Level.

8th Grade Social Studies increased by 11% at the Approaches Level and 16% at the Meets Level and 6% at the Masters Level.

*While some of our scores did not have a growth in percentage points we have some scores to celebrate:*

ELAR in 5th, 6th, and 7th grade maintained scores in the eighties and 8th grade had a score in the nineties.

Math in 5th, 6th, and 8th grade maintained scores in the eighties with 8th grade being one point away from the nineties.

8th grade science maintained scores in the eighties and were only two points away from the nineties.

8th grade social studies made great strides and were one point away from the eighties.

No distinctions have been assigned at this time.



# School Culture and Climate

## School Culture and Climate Summary

- Our campus demographics are steadily changing and enrollment is less than last year due to only having three grades; however, comparing the three grades to the grades last year we have an increase of twenty four students.
- Safety and security measures are in place to keep students and faculty safe.
- All exterior doors are checked daily and a report is sent weekly to the district office.
- Campus Discipline Management Plan is fair and consistent. Capturing Kids Hearts Program continues to offer a positive behavior system.
- Counselors offer group assistance for students dealing with various issues, as well as individual counseling for students in need.
- Bullying or cyber bullying is not tolerated and is dealt with appropriately.
- Visitors to the campus and substitute teachers report a warm and welcoming atmosphere on our campus.
- Capturing Kids Hearts is used for Character Education across the district.
- Teachers are building new relationships with students daily by instilling CKH in the classroom.
- Caught Being Good is offered for students to get recognition for making positive choices.
- All guest including substitute teachers are checked in the building through the front office.
- We have updated our rally for character to the ACE (Assembly for Character and Excellence) Rally.
- Continue nominating and choosing employee of the month based on the CKH character word of the month.

## School Culture and Climate Strengths

- Attendance rates will continue to be addressed throughout the year. The first six weeks we were at 95.5 and the second we are at 95.6%.
- Variety of extracurricular clubs and organizations for students
- All teachers are highly qualified in their teaching assignment
- Visitors are always welcome on our campus but must check in the office
- Fair and consistent discipline management (CKH)
- Students report the positive relationships with teachers and peers
- Community members and parents are reporting a positive atmosphere
- Employee of the month recognized
- Affirmation board in lounge for all staff members

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- Approximately 80 teachers and paraprofessionals on campus
- All teachers and paraprofessionals are highly qualified
- High teacher retention rate - retirement and promotions are main reasons for teachers leaving
- GT Teachers maintain appropriate training
- Teachers in all content areas are becoming ESL certified
- We have extra help personnel that are working to help ensure all students needs are met

## Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified faculty
- High expectations attract qualified applicants
- Teachers are trained in T-TESS
- Quality walks are continued in order to ensure student engagement
- NISD pay scale exceeds the state minimum
- Mentors for all first year teachers
- District mentor program will continue for 3 Years
- Support for new teachers each six week

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- TEKS Resource curriculum in place for student instruction
- Assessment data used to plan lessons
- Checkpoint assessments used to monitor student performance
- STAAR specific activities included in curriculum
- RTI process for struggling students
- Inclusion classes available to provide least restrictive environment for Special Ed. students
- Remediation Classes are offered in math
- Tutorials offered before school and after school
- Homework Haven available each morning to help students with homework assignments
- Funds are available to hire extra help personnel for small group STAAR and RTI remediation
- PLC meetings held by content area
- Master Schedule changes to fit student needs; new classrooms as well as new schedule in place
- Pathway classes with Edgenuity and other interventions for math
- HB 4545 interventions have been updated to SB 1416 are in place
- Google Classroom being utilized throughout the campus
- Online testing practice is ongoing

## Curriculum, Instruction, and Assessment Strengths

- GT students are challenged daily
- Inclusion classes are offered in all content area
- ESL students are being served daily
- Dyslexia students are served by a trained teacher during the school day
- Master Schedule updated to ensure student success
- Lead4ward field guides are utilized
- Eduphoria offers needed information and data
- Computer Programs to close gaps are used as support
- Google Classroom allows students to stay up to date on assignments
- HB 4545/ SB 1416 Interventions are in place
- Honors classes based on STAAR scores for 6th and 7th grade
- Offering health and data touch systems entry for high school credit

# Parent and Community Engagement

## Parent and Community Engagement Summary

- Various campus activities involving family and community
- Visitors welcome on campus
- Guest speakers used for various events and activities
- Partnerships with local businesses and organizations
- All volunteers require a background Check
- Work with colleges to promote education
- Work with PTA to enhance volunteers and programs on campus
- Guest speakers for various electives

## Parent and Community Engagement Strengths

- Positive relationships with families and community
- High level of parental involvement at campus activities and functions
- Guest Speakers
- Backpack Program
- Collect items for Some other Place
- Brush Off Drug Campaign
- Student Council Sock Drive
- American Cancer Society Donations
- Parents are invited to programs and celebrations

# School Context and Organization

## School Context and Organization Summary

- Class size goes up to 30 in a class
- Campus goals are developed based on district goals
- Campus plan is formulated based on goals and identified needs
- Approval of campus plan by CPOC Committee
- Emails, Facebook, and face to face meetings are used
- Campus Communication Committee (CCC) is used to relay faculty concerns to the principal
- Concerns that cannot be addressed at the campus level are brought to the PDCC
- Principal is the campus Instructional leader
- Department chairpersons are assigned for each department
- The Master Schedule was changed to allow for more congruent times among grade levels
- Master Schedule is developed based on students' instructional needs
- Work with middle school curriculum coordinators to ensure needs of student and staff are met; We have a Math/ Science and an ELAR/ History Secondary Coordinator
- School Leadership team helps with the campus plan and serves on hiring committees
- PLC meetings are taken place daily, weekly, and monthly by content areas

## School Context and Organization Strengths

- Teacher concerns relayed by CCC are heard and addressed by campus administration
- Teacher input on campus plan is available through the CPOC committee
- Campus Plan is a working document that can be adjusted as different needs are identified
- Teaming provides for common planning time among teachers
- Communication is key for the campus
- A monthly faculty meeting is scheduled for campus communication
- Faculty emails are utilized frequently
- Blackboard is used to communicate with faculty and parents

# Technology

## Technology Summary

- Students have received one to one devices
- Campus-wide wireless availability
- Interactive Boards and projectors in the majority of the classrooms
- Teachers provided with various technology training
- Ongoing Eduphoria Training
- Ongoing Edgenuity Training
- Blackboard communication system is utilized
- Google Classroom training for all teachers
- Computer programs such as Edgenuity and Progress Learning are utilized for interventions
- Online testing strategies are being taught throughout the year
- Students will have opportunity to practice test taking strategies on devices

## Technology Strengths

- Ongoing training for teachers
- Increased use of technology in daily instruction
- Increased technology availability for teachers and students
- Parents have online access to grades and other student information
- Summer Professional Development
- Google Classroom utilized
- Edgenuity utilized
- Eduphoria utilize
- Computer programs such as Edgenuity and Progress Learning are utilized for interventions
- Testing being administered with technology
- 7th and 8th graders have online access for grades

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## 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
- PSAT

## Student Data: Student Groups

- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent engagement rate

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Study of best practices



# Goals

**Goal 1:** 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:** 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.

**Evaluation Data Sources:** TAPR; CCMR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Monitor enrollment of students in AVID classes in grades 7 and 8. <b>Strategy's Expected Result/Impact:</b> Increase in number of AVID students. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and AVID Coordinator  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Campus Quality Walks and use data to improve instruction and increase rigor of lesson. <b>Strategy's Expected Result/Impact:</b> Teachers and campus administrators will use data to improve rigor of instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Teachers.  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Research careers in various content areas including the college and career class elective. 8th grade will participate in a CTE tour at NHS and attend the Rotary club sponsored Career Day. <b>Strategy's Expected Result/Impact:</b> Student Participation; Communication of Events <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselors, and CTE Director  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will plan together with content area teachers and peers from other schools. <b>Strategy's Expected Result/Impact:</b> Teachers will align curriculum across the campus and district. <b>Staff Responsible for Monitoring:</b> Principals, Curriculum Coordinators, & Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Students in all grades not approaching any STAAR test will receive acceleration in math and or reading. <b>Strategy's Expected Result/Impact:</b> Students will increase their scores by 1%. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers  <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> District and Campus committees will analyze out of class placement (OCS, DAEP, Suspension) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students. <b>Strategy's Expected Result/Impact:</b> Decrease in over representation of any subpopulation <b>Staff Responsible for Monitoring:</b> Principals and Assistant Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>			

**Goal 1:** 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:** C.O. Wilson will increase opportunities for students to achieve college and career readiness by ensuring 6-8 grade students show a minimum of one year's growth in reading and math in order to grow students on a path of earning Industry-Based Certification and or dual credit upon graduation.





**Evaluation Data Sources:** STAAR, CCMR Plan and Data, TAPR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop multiple delivery methods to provide CTE information to students in parents including Facebook, marquee, website, Blackboard messages and Google Classroom. <b>Strategy's Expected Result/Impact:</b> 7th and 8th grade students informed about CTE courses, certifications, in planning for high school and post high school. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and CTE Director  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue offering Career and College Readiness Course as well as continue administering interest inventories to 8th grade students to assist in high school course selection. <b>Strategy's Expected Result/Impact:</b> 7th and 8th grade students informed about CTE courses, certifications, in planning for high school and post high school. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and CTE Director  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide access to the community by inviting community groups to campus and continue to have 8th grade attend a career fair. <b>Strategy's Expected Result/Impact:</b> Visitation Logs and participation in the career fair. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase enrollment and rigor in advanced coursework in middle school to prepare students for AP and dual credit courses in high school. <b>Strategy's Expected Result/Impact:</b> Increase in number of students earning credit for AP and Dual Enrollment. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize Pathway and Progress Learning for reading and math for 6th -8th grade students for learning recovery and interventions including students requiring RTI. <b>Strategy's Expected Result/Impact:</b> Increased growth on universal screening reports. Improved six week grades. Reduced failure rates <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Use effective research-based instructional strategies for Math and Science staff to provide coaching and training to teachers <b>Strategy's Expected Result/Impact:</b> Student growth on checkpoints, benchmarks, and state assessment <b>Staff Responsible for Monitoring:</b> Principal, Counselor, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System <b>Strategy's Expected Result/Impact:</b> Increased Student Growth <b>Staff Responsible for Monitoring:</b> Principal and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), differentiation, data analysis, and research-based instructional strategies and activities. <b>Strategy's Expected Result/Impact:</b> Student Achievement Results, Agendas, Sign-in sheets <b>Staff Responsible for Monitoring:</b> Curriculum Department and Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Increase overall student progress by focus on data driven instruction (AWARE) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools through differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). <b>Strategy's Expected Result/Impact:</b> Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> 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 online programs to ensure fidelity and efficacy of the results. <b>Strategy's Expected Result/Impact:</b> Review pre and post assessment data, Increase Student Growth <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR (Renaissance Learning), Lexia, TEKS Resource System, Progress Learning, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increase Student Growth <b>Staff Responsible for Monitoring:</b> Administrators and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> 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 for English language acquisition education. <b>Strategy's Expected Result/Impact:</b> Increase in Student Growth <b>Staff Responsible for Monitoring:</b> Principals, Teachers, and State and Federal Programs Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. <b>Strategy's Expected Result/Impact:</b> Increase achievement growth for students with special needs <b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Director of Special Programs  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA) for our campus and district. <b>Strategy's Expected Result/Impact:</b> Develop and implement a plan to increase student growth <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 1:** 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 3:** Nederland ISD will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2023 following HB4545 guidelines as revised by SB1416.

**Evaluation Data Sources:** Tutoring Logs  
Progress Monitoring  
Completed Accelerated Instruction Plan  
2023 STAAR Scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters. <b>Strategy's Expected Result/Impact:</b> Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students <b>Staff Responsible for Monitoring:</b> Principal and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monitor student progress in the Accelerated Instruction setting. <b>Strategy's Expected Result/Impact:</b> Tracking student progress toward attainment of Accelerated Learning Committee <b>Staff Responsible for Monitoring:</b> Principal and Teacher  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Analyze STAAR and Benchmark Data to build on student's foundation and increase rigor. <b>Strategy's Expected Result/Impact:</b> Improved STAAR performance. Improved student growth and achievement. <b>Staff Responsible for Monitoring:</b> Principals, Curriculum Coordinators and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
	N/A		
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**Goal 2:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe 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:** C.O. Wilson Middle School will implement recruitment, development, and retention strategies to maintain the best, highly-qualified staff as well as build staff unity.

**Evaluation Data Sources:** Increase staff retention.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue implementing District and Campus Professional Learning Communities (PLC). <b>Strategy's Expected Result/Impact:</b> PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. <b>Staff Responsible for Monitoring:</b> Campus and District Leadership  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue Employee of the month recognition. <b>Strategy's Expected Result/Impact:</b> Build positive peer relationships, use the Capturing Kids Hearts character lessons, and build unity with the staff <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Review all positions as they become vacant to determine needs <b>Strategy's Expected Result/Impact:</b> Staff efficiency to meet the needs of our students.  District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Superintendent, and Superintendent  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide Mentors for all new teachers. <b>Strategy's Expected Result/Impact:</b> Increase retention rate of new teachers. <b>Staff Responsible for Monitoring:</b> Principal and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus Communication Committee and Professional District Communication Committee will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees. <b>Strategy's Expected Result/Impact:</b> Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principals and Superintendent  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Recognize faculty and staff for outstanding performance and contributions as observed throughout the year via email, social media and or at monthly faculty meetings. <b>Strategy's Expected Result/Impact:</b> Improve staff morale and efficiency through recognition of efforts. Campus Staff Recognition Plan; Meeting Agendas <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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 developmental efforts. Reward teachers successfully increasing rigor in the classroom. (SP) <b>Strategy's Expected Result/Impact:</b> 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; facilitator lists; T-TESS results <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Provide professional development opportunities to support district goals and professional growth for district personnel. (DG)  Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators. <b>Strategy's Expected Result/Impact:</b> Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. <b>Staff Responsible for Monitoring:</b> Campus and District Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		



No Progress



Accomplished



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**Goal 2:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe 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:** Develop three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

**Evaluation Data Sources:** Three Year Professional Learning Plan  
Annual Professional Learning Plan ensures staff needs are met  
Report on the Professional Learning offerings  
TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Participate in the development of a professional development plan to meet our staff needs. The plan will include required professional development for new employees, district initiatives, and specialized training for each department.</p> <p><b>Strategy's Expected Result/Impact:</b> The provision of professional learning structures communicated and delivered in a way that:</p> <ul style="list-style-type: none"><li>-reflects district vision and Board Policy;</li><li>-aligns individual, campus, and district goals to promote student success;</li><li>-is supported fiscally and philosophically by central administration;</li><li>-promotes multiple forms of ongoing, differentiated professional learning;</li><li>-integrates and implements research-based practices; and</li><li>-recognizes needs of adult learners for choices and differentiation</li></ul> <p>Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and District Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			





**Goal 2:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe 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:** Implement additional safety measures to ensure student and staff safety.

**Evaluation Data Sources:** None

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All exterior doors on all campuses will be locked during the instructional day. <b>Strategy's Expected Result/Impact:</b> Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principals Assistant Superintendent for HR  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> As a best practice, classroom doors will be locked during classroom instruction. <b>Strategy's Expected Result/Impact:</b> Random Checks of classroom doors. <b>Staff Responsible for Monitoring:</b> Teachers Assistant Principals Principals Assistant Superintendent for HR  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Develop a 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. <b>Strategy's Expected Result/Impact:</b> Improve effectiveness of safety drills Improve preparedness for emergency events <b>Staff Responsible for Monitoring:</b> Assistant Principals Principals Assistant Superintendent for HR  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Schedule and perform safety audits to identify areas for improvement. <b>Strategy's Expected Result/Impact:</b> Improve effectiveness of campus safety Improve preparedness for emergency events <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Assistant Superintendent for HR  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 2:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe 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:** Discipline referrals  
Attendance  
Grades  
Climate and Culture

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train new teachers in the implementation of the Capturing Kids Hearts (CKH) model. <b>Strategy's Expected Result/Impact:</b> Impact positive school culture Decrease discipline referrals Improve attendance Address social and emotional needs of students <b>Staff Responsible for Monitoring:</b> Principals and District Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monitor successful implementation of the Capturing Kids Hearts (CKH) model. <b>Strategy's Expected Result/Impact:</b> Development of social contracts Decrease in discipline referrals Increase attendance Address social and emotional needs of students <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide support for teachers implementing CKH by scheduling professional learning, "Winning Culture" in November 2023. <b>Strategy's Expected Result/Impact:</b> Increase fidelity of CKH implementation Decrease discipline referrals Increase attendance Address social and emotional needs of students <b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Curriculum Coordinators Assistant Superintendent for C and I  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
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