

**Nederland Independent School District**  
**Central Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The mission of Central Middle School is to develop the potential of all students, to provide effective instruction in all areas taught, to build the skills necessary for lifelong learning, and to develop a feeling of self-worth and confidence that will allow students to become productive citizens in an ever-changing world environment.

# Value Statement

Learners Today, Leaders Tomorrow.

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| 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.                                      | 17 |
| Goal 2: 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. | 38 |
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

According to our October 2022 fall snapshot data, Central has total of 741 students enrolled. 55.8% of these students were considered Economically Disadvantaged. This percentage has been over 50% for the last eight years. 15.52% are English Language Learners. This percentage has increased dramatically in the last five years. 12.28% of the student population was served by Special Education. The percentage of Special Education students has remained steady the last eight years.

| District Demographics 2021 PEIMS Reporting |        |        |        |        |       |             |        |       |          |        |      |         |
|--|--------|--------|--------|--------|-------|-------------|--------|-------|----------|--------|------|---------|
|  | AA     | His    | White  | Am Ind | Asian | Two or More | Sped   | 504*  | Eco Dis* | LEP    | GT   | At Risk |
| District                                   | 8.4%   | 28.9%  | 52.0%  | 0.4%   | 7.1%  | 3.0%        | 12.3%  | N/A   | 45.8%    | 8.9%   | 5.7% | 33.9%   |
|  |        |        |        |        |       |             |        |       |          |        |      |         |
| Central M S                                | 14.44% | 31.98% | 42.51% | 0.54%  | 7.83% | 2.56%       | 12.28% | 14.1% | 50.7%    | 15.52% | 5.4% | 50.9%   |

Ethnic populations were: 14.44% African American, 31.98% Hispanic, 42.51% White, 0.54% American Indian, 7.83% Asian, 0.13% Pacific Islander, and 2.56% Two or More Races. The percentage of Hispanic students has increased in the last nine years. The total number of students is expected to continuously increase over the next year.

50.88% of the Canines were considered At Risk.

The campus attendance rate was 93.36% in 2020-2021. The three lowest attending demographic groups were Special Education 94.5%, African American 95.5%, and White with 95.7%.

Per the 2021-2022 TAPR, 14.6% of the Canines were in the Bilingual/ESL program compared to the state average of 21.9%. Only 5.4% of the Canines were designated as Gifted and Talented which compares unfavorably to the state's 8.0%. 12.3.6% were in the Special Education program, slightly higher than that of the state's 11.7%.

### Demographics Strengths

Central Middle School is more diverse than our sister middle school. We provide Bilingual ELAR classes in 5th and 6th grades. In addition to the two teachers in those classes, we provide one Spanish-speaking aide to provide linguistic supports to our English Language Learners.

The number of English learners continues to increase.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Instruction in various inclusion classes involves the general education teacher paired with a paraprofessional or aide. **Root Cause:** With increasing numbers of students in special education, additional certified special education teachers are needed.

# Student Learning

## Student Learning Summary

1. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Which groups met satisfactory performance? Is there a significant difference between the performances of different student groups?

| 2022 STAAR Results             |                       |                     |                |                  |
|--------------------------------|-----------------------|---------------------|----------------|------------------|
| <i>Test</i>                    | <i>% Did Not Meet</i> | <i>% Approaches</i> | <i>% Meets</i> | <i>% Masters</i> |
| 5 <sup>rd</sup> Reading        | 14                    | 86                  | 54             | 30               |
| 5 <sup>rd</sup> Math           | 21                    | 79                  | 41             | 18               |
| 5 <sup>th</sup> Science        | 27                    | 73                  | 40             | 18               |
|                                |                       |                     |                |                  |
| 6 <sup>h</sup> Reading         | 23                    | 77                  | 55             | 32               |
| 6 <sup>th</sup> Math           | 17                    | 83                  | 48             | 24               |
|                                |                       |                     |                |                  |
| 7 <sup>th</sup> Reading        | 10                    | 77                  | 55             | 32               |
| 7 <sup>th</sup> Math           | 28                    | 72                  | 43             | 18               |
|                                |                       |                     |                |                  |
|                                |                       |                     |                |                  |
| 8 <sup>th</sup> Reading        | 17                    | 83                  | 62             | 43               |
| 8 <sup>th</sup> Math           | 32                    | 68                  | 22             | 6                |
| 8 <sup>th</sup> Science        | 15                    | 85                  | 61             | 31               |
| 8 <sup>th</sup> Social Studies | 32                    | 68                  | 34             | 19               |

|         |   |     |    |    |
|---------|---|-----|----|----|
| Algebra | 0 | 100 | 80 | 60 |
|---------|---|-----|----|----|

2. Which student groups did not meet growth expectations? Which groups met growth expectations? Is there a significant difference between the performances of different student groups?

The student groups that did not meet growth expectations are 5th grade science and 8th grade math.

3. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

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4. What are the areas of lowest performance? What does the data look like for the past three years?

Central Middle School is a campus that has been identified for targeted support and improvement by TEA. We have four student groups that have missed their performance targets in at least the same three indicators for three consecutive years. These student groups are: African American (ELAR and Math), White (ELAR and Math), Asian (ELAR and Math) and Special Education (ELAR and Math.)

5. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

All students were given the Star Renaissance beginning of the year tests to determine which students were below the 25% cut score. RtI committees met to evaluate each student's (below 25%) test scores, classroom work history, previous year's STAAR data, etc. to determine if placement in RtI Tier II is needed.

Many students were placed into RtI, while others were placed on-watch for the 2nd six-weeks. Teachers will reconvene to discuss student progress and reevaluate placement after the next grading period. Those students moved into Tier II are using Progress Learning to close gaps and reinforce their learning. In addition, many of those students are also placed in a Pathways Reading or Math class for intervention.

### Student Learning Strengths

For the 2022 STAAR results, Central had an Overall Scaled Score of 83, resulted in a rating as a B campus. Both the Student Achievement and the STAAR Performance received scaled scores of 84. While our Academic Growth received a 84, the School Progress received a rating of 82. Central's Relative Performance rating (with 50.1% of our students as economically disadvantaged) received a scaled score of 84. On Closing Performance Gaps, Central earned a scaled score of 82.

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### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Central was identified as a school for targeted support and improvement after the Spring 2018 STAAR test. **Root Cause:** Four different demographic groups (African American, White, Asian, and Special Education) have missed the achievement targets in at least three of the same indicators for three consecutive years.

**Problem Statement 2:** We are seeing a trend across grade levels and content areas where students are experiencing gaps in learning. **Root Cause:** Learning gaps were identified with diagnostic testing after students returned from a shortened school year due to COVID-19.

# School Processes & Programs

## School Processes & Programs Summary

### **Are all teachers state certified? Are instructional paraprofessionals highly qualified?**

- All teachers are state certified.
- All paraprofessionals are highly qualified.

### **What strategies and structures are in place to build capacity?**

- The principal encourages professional growth with staff members by empowering those who are pursuing advanced degrees with campus leadership opportunities.
- Teachers use the TTESS instrument conduct self-appraisals prior to meeting with campus administrators to develop annual goals. The goals stress personal growth and student growth.
- Every teacher also implements Student Learning Objectives as a student growth goal.

### **What professional development and resources are needed? How are these needs identified?**

- District and campus needs assessments identify organizational and curricular weaknesses.
- Administrators at all levels study successful programs to choose best practices for implementation.
- Faculty surveys will be used to determine areas of need for the future.
- 1:1 meetings with faculty will help administrators better understand areas of need.

### **How are the strengths of the most effective teachers shared with others?**

- Curricular departments meet regularly to discuss student data and plan engaging lessons.
- A teaming period was added to the master schedule allowing all 7th and 8th grade content teachers to meet and collaborate on lesson design and best practices.
- 5th and 6th grade teachers do the same during their team time as well.
- Learning walks/Pineapple charts where teachers will visit other classrooms to observe strategies being used in others classrooms

### **What structures are in place to ensure that teachers and others implement what they learn?**

- Administrators collect walkthrough data regularly to determine pedagogical efficacy.
- The T-TESS evaluation system is used to promote growth.

### **Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)?**

- The curriculum is aligned with all mentioned above.
- We use the TEKS Resource System as our curriculum.



- Eduphoria is used to track instructional data.
- The Lead4Ward system is used to disaggregate and interpret data.

**How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area?**

- Departments follow the TRS Year-At-A-Glance (YAG) document to ensure fidelity to the spiraling curriculum.
- Readiness, supporting, and process standards are addressed.
- Teacher alignment is also discussed and accomplished through their shared teaming/planning periods.

**What types of data are used for instructional planning? Is planning done by teams or individually?**

- Results of individual benchmarks and group projects are among the data considered by teachers.
- SLO data is also used by individual teachers to track student progress.
- Early release days and staff development days allow teachers to collaborate on their planning, in addition to their teaming time.

**How are EL sheltered instruction strategies provided and monitored?**

- All core teachers participated in sheltered instruction strategies training either in a 2016 district-wide effort or in their new teacher orientation.
- Most ELAR teachers are ESL certified.
- One full-time ESL and one Bilingual teacher, in addition to one Spanish-speaking ESL paraprofessionals, provides service to an increasing number of ELs at Central.
- Lesson plans and walkthroughs provide documentation of the use of strategies.

**What are campus expectations for the use of technology? How is technology used to support instruction and learning? What training is available for teachers?**

- Teachers are encouraged to constantly use technology to provide unique and engaging curricular experiences.
- All teachers participated in summer training and all students have received their one to one mobile Winbooks for use in their classrooms.
- Every classroom has a Boxlight and a projector. Students may continue to utilize their internet devices with teacher permission.
- The district technology department offers workshops during the school year and summer.
- The campus technology teacher provides immediate and effective support for programs and apps.

### **School Processes & Programs Strengths**

We have an experienced faculty and staff who are highly qualified in their curriculum.

The campus planning process involves staff, community and district.

Ongoing professional development supports initiatives and improves instruction.

RTI student evaluations/interventions are being implemented with fidelity with decision-point meetings for each individual student at the close of each grading period.

The district provides curriculum planning opportunities throughout the school year.

Implementation of Accelerated Learning

Continuous instructional support is provided by district curriculum leaders.

Central has one full-time ESL and one full-time Bilingual teacher and one Spanish-speaking aides to service a growing number of English Learners.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We are servicing a large number of students in our dyslexia program creating scheduling issues. **Root Cause:** Students who have the potential to be exited from the program do not have enough collected data to support their success with Reading by Design.

**Problem Statement 2:** We have seen an increase in students who are non-English speakers and have not been in a structured learning environment for some time. **Root Cause:** We need a formal system of screening students in their native language to access where they are academically.

# Perceptions

## Perceptions Summary

### **Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children?**

- As a Title I campus, CMS has a responsibility to create a connection between the school and the home.
- The district instituted the Communities in Schools program to help advance this effort. Central's CIS site coordinator is collaborating with those at Nederland High School and Hillcrest Elementary School to improve community engagement.
- Our counselors' office also provides the Canine Corner (posted on Facebook and our school webpage) each month to communicate our school information with parents/stakeholders.

### **What are teachers' expectations for parental involvement?**

- Parents are expected to support the campus instructional program and assist their child in achieving its goals. This includes letting the faculty and staff know of issues that might affect the learning process.

### **How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc?**

- The campus Facebook page has over 2100 followers.
- A newsletter is sent home monthly and other flyers as needed.
- Efforts are made to translate handouts going home into Spanish for our parents of our ELs.
- Use of BlackBoard communication system to contact parents and students

### **Do parents and community members participate in the site-based planning committee? How are they selected?**

- Two parents, two community members, and two business representatives are part of Central's Campus Performance Objectives Council. Per Administrative Regulation CUR-30, candidates for these six positions are nominated and selected in a collaboration between the CPOC and the principal. A parent representative also serves as a member of our LPAC.

### **Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?**

- The NISD Board of Trustees' meetings, campus CPOC, campus PTA, booster clubs, and various ad hoc committees allow ample opportunities for parents and community members to collaborate in the decision-making process.

## Perceptions Strengths

The Home Access Center allows parental access to grades/assignments, discipline reports, daily attendance, etc.

The campus maintains a Facebook page with announcements and promotional pictures.

Lesson plans are posted on teacher Google Classrooms

A monthly newsletter is distributed with campus information and parenting tips on our Facebook page.

Teachers communicate through the Remind 101 App and Google Classroom and through notes sent home.

The Communities In Schools program is aimed to provide additional emotional and instructional support for our students and to improve community engagement.

Blackboard Connect is used for call outs to disseminate campus information to parents of our students.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a lack of parent involvement among the parents of our educationally-disadvantaged students. **Root Cause:** The school has not been effective in creating a connection with families of our educationally-disadvantaged students.

# Priority Problem Statements

**Problem Statement 1:** There is a lack of parent involvement among the parents of our educationally-disadvantaged students.

**Root Cause 1:** The school has not been effective in creating a connection with families of our educationally-disadvantaged students.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Central was identified as a school for targeted support and improvement after the Spring 2018 STAAR test.

**Root Cause 2:** Four different demographic groups (African American, White, Asian, and Special Education) have missed the achievement targets in at least three of the same indicators for three consecutive years.

**Problem Statement 2 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability data
- RDA 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



# 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:** Central MS will measure, monitor and increase annual individual student growth and decrease achievement gaps in the core content areas.

**High Priority**

**Evaluation Data Sources:** Central will meet or exceed the standard in all domains of the 2023-2024 accountability system.  
Increase the percentage of academic growth achieved by each student group.  
Increase the number of distinctions received.

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Disaggregated data from Eduphoria will be used by teachers to individualize instruction for student groups, including: educationally-disadvantaged, at risk, dyslexia, special education, 504, Gifted/Talented, ESL, Title I and all ethnic groups.<br><br><b>Strategy's Expected Result/Impact:</b> Differentiated instruction will lead to increased student success.<br>Evidence: Eduphoria in-service sign-in sheet. Documented use of Eduphoria.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |

| Strategy 2 Details   |  | Formative Reviews |     |      |
|--|--|-------------------|-----|------|
| <b>Strategy 2:</b> Teachers will conference with individual students and have each student chart his/her progress on benchmark assessments.<br><b>Strategy's Expected Result/Impact:</b> Students will develop ownership in their own learning. They will work with the teacher to set goals for the year, ultimately leading to student growth.<br>Evidence: Student progress tracker<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction |  | Formative         |     |      |
|  |  | Nov               | Feb | June |
|  |  |                   |     |      |
| Strategy 3 Details   |  | Formative Reviews |     |      |
| <b>Strategy 3:</b> Teachers will monitor the grades of all students and provide tutoring as needed. Documentation of tutorials attended will be maintained.<br><b>Strategy's Expected Result/Impact:</b> Tutorials will lead to increased student success.<br>Evidence: Documentation of tutorials each grading period and after school using Google Forms<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction   |  | Formative         |     |      |
|  |  | Nov               | Feb | June |
|  |  |                   |     |      |
| Strategy 4 Details   |  | Formative Reviews |     |      |
| <b>Strategy 4:</b> Trained administrative staff will conduct periodic classroom walkthroughs and will provide feedback to teachers.<br><b>Strategy's Expected Result/Impact:</b> Classroom walkthroughs and feedback will improve classroom instruction and lead to increased student success.<br>Evidence: Walkthrough documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District Supervisors<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning            |  | Formative         |     |      |
|  |  | Nov               | Feb | June |
|  |  |                   |     |      |

| Strategy 5 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 5:</b> Progress reports will be given to every student each grading period. Teachers will make personal contact with parents of failing students. Counselors will conference with each student that failed a class on the previous report card.<br><b>Strategy's Expected Result/Impact:</b> Parent notification concerning academic needs will encourage tutorial attendance and submission of corrected assignments leading to an increase in student success.<br>Evidence: Parental contact logs each grading period; counselor conference logs<br><b>Staff Responsible for Monitoring:</b> Counselors, Teachers<br><br><b>Title I:</b><br>2.4, 4.2<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 6 Details   | Formative Reviews |     |      |
| <b>Strategy 6:</b> Benchmark assessments will be administered according to the district schedule. Results will be used for instruction and Response to Intervention planning.<br><b>Strategy's Expected Result/Impact:</b> Assessment results will allow increased support for students who are not on the path of academic growth.<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 7 Details   | Formative Reviews |     |      |
| <b>Strategy 7:</b> Students who fail more than one six-weeks grading period, will collaborate with their counselor and teacher to develop an action plan. Once developed, the student will meet with the principal to discuss it.<br><b>Strategy's Expected Result/Impact:</b> By having the student take ownership in his/her grades, accountability and achievement should follow.<br><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |

| Strategy 8 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 8:</b> Students who failed any content area of the 2023 STAAR test will participate in Accelerated Learning tutoring as outlined in HB 4545.<br><br><b>Strategy's Expected Result/Impact:</b> Students will show academic growth in the areas where they were unsuccessful in the past. 15-30 hours of targeted intervention will be monitored in the areas of failure.<br><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Counselors, Asst. Principal, Principal<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| <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></div><div>Continue/Modify</div></div><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:** Counseling program is implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase preparation for post-secondary education.

**High Priority**

**Evaluation Data Sources:** TAPR data  
STAAR campus results

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> Seventh graders will participate in the CoGAT, while eighth graders will take the PSAT 8/9.<br><b>Strategy's Expected Result/Impact:</b> Counselors use the data to develop course selections and four-year plans for students to discern future career paths.<br>Evidence: Test results and course plans<br><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction    | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> Individual meetings are held with students who are failing classes, and parents are contacted. 7th and 8th grade retained students are assigned a mentor teacher.<br><b>Strategy's Expected Result/Impact:</b> There should be a reduction in the number of repeated failures.<br>Evidence: Notes from the conferences<br><b>Staff Responsible for Monitoring:</b> Counselors, Teachers of Record, Mentor Teachers<br><br><b>Title I:</b><br>2.6<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |

| Strategy 3 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 3:</b> At-risk students are identified and monitored regarding attendance, grades and conduct. Accelerated instruction will be provided for students who are at risk of dropping out of school. This core subject instruction will be before, during or after school hours as deemed appropriate.<br><b>Strategy's Expected Result/Impact:</b> At-risk students should achieve greater success using increased support system.<br>Evidence: PEIMS data<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 4 Details   | Formative Reviews |     |      |
| <b>Strategy 4:</b> Communities In Schools (CIS) will provide social emotional support and support groups for 6th, 7th, & 8th grade students.<br><b>Strategy's Expected Result/Impact:</b> Additional support for students to lead to their higher academic achievement<br><b>Staff Responsible for Monitoring:</b> Counselors, CIS counselor<br><br><b>Title I:</b><br>2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
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**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:** Central's students will show a minimum of one year's growth in ELAR and Math.

**High Priority**

**Evaluation Data Sources:** Progress on universal screeners

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Pathway (accelerated) classes will be available for 7th and 8th grade students who did not meet standards in ELAR and Math.<br><b>Strategy's Expected Result/Impact:</b> Pathway classes will lead to increased student success for non-masters in ELAR and Math. We have increased the number of Pathway classes to meet the needs of students who require Accelerated Learning.<br>Evidence: Master schedule<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> All 6th, 7th and 8th grade STAAR students who did not meet standards will receive accelerated instruction through tutorials.<br><b>Strategy's Expected Result/Impact:</b> Tutorials will lead to increased student success for non-masters.<br>Evidence: Tutorial documentation<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>Title I:</b><br>2.4, 2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction  | Formative         |     |      |
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| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 3:</b> Supplemental funds will be used to hire certified tutors to assist STAAR students who did not meet standards.<br><b>Strategy's Expected Result/Impact:</b> The additional number of tutorial opportunities will lead to increased student success.<br>Evidence: List of extra help tutors and tutorial documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>Title I:</b><br>2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction                       | Formative         |     |      |
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| Strategy 4 Details  | Formative Reviews |     |      |
| <b>Strategy 4:</b> Community and business volunteers will be solicited to tutor students.<br><b>Strategy's Expected Result/Impact:</b> The additional number of tutors will lead to increased student success.<br>Evidence: Volunteer sign-in sheets<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists, PTA Officers<br><br><b>Title I:</b><br>2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction                               | Formative         |     |      |
|   | Nov               | Feb | June |
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| Strategy 5 Details  | Formative Reviews |     |      |
| <b>Strategy 5:</b> Writing opportunities will be offered in the core curriculum areas of ELAR, Math, Science and Social Studies.<br><b>Strategy's Expected Result/Impact:</b> Additional writing opportunities will lead to increased student success.<br>Evidence: Lesson plans from core content teachers; walkthrough documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Core Content Teachers<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
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| Strategy 6 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 6:</b> Faculty members will use cooperative learning and critical reading strategies when appropriate.<br><b>Strategy's Expected Result/Impact:</b> An increased variety of classroom instruction techniques will lead to increased student success.<br>Evidence: Lesson plans from teachers; walkthrough documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction        | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 7 Details   | Formative Reviews |     |      |
| <b>Strategy 7:</b> Teachers will organize a variety of both co-curricular and fine art field trips for students in all grades.<br><b>Strategy's Expected Result/Impact:</b> Co-curricular field trips and associated learning opportunities will lead to increased student success.<br>Evidence: Lesson plans of field trips<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction  | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 8 Details   | Formative Reviews |     |      |
| <b>Strategy 8:</b> Students sent to the Disciplinary Alternative Education Placement will receive interventions/restorative practices upon returning to campus.<br><b>Strategy's Expected Result/Impact:</b> Interventions will reduce recidivism and increase student success.<br>Evidence: Administrative/Counselor conference logs<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors<br><br><b>Title I:</b><br>2.6<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
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No Progress



Accomplished



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Discontinue

**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 4:** An effective Response to Intervention program will be maintained to meet the needs of our students.

**Evaluation Data Sources:** The number of students identified in Tier 2 and Tier 3 support will be reduced by 10% by the end of the school year.

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> The Nederland ISD Response to Intervention Program is designed as a three-tier instructional process. Central will continue to maintain an Academic RtI team and a Behavioral RtI team.<br><b>Strategy's Expected Result/Impact:</b> The campus RtI program will address student needs and lead to increased student success.<br>Evidence: Academic RtI binders; Behavioral RtI team records<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI Committee<br><br><b>Title I:</b><br>2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction   | Formative         |     |      |
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| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> ELAR and Math teachers (by grade) will meet at the close of each six-weeks to evaluate individual student progress, as well as benchmarks/checkpoints. Individual decision-points will be discussed outlining each student's growth/progress.<br><b>Strategy's Expected Result/Impact:</b> No students will fall through the cracks. Each student's progress will be discussed each six weeks, thus improving student performance and growth.<br>Evidence: Documentation from decision-point meetings in the RtI binders.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
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**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 5:** The NISD ESL program will continue to be implemented to support Central's growing number of English learners.

**Evaluation Data Sources:** ESL/Bilingual records  
Report cards  
STAAR results for English learners  
LPAC data

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> The master schedule will include multiple ESL Lab elective sections for 6-8 grades.<br><b>Strategy's Expected Result/Impact:</b> The additional language support for English Language Learners should lead to increased student success.<br>Evidence: Campus master schedule<br><b>Staff Responsible for Monitoring:</b> Principal, Counselors, ESL teacher and Bilingual teacher<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction  | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> ELAR teachers will continue to use sheltered instruction strategies in their classrooms. ELAR teachers that are not ESL certified will be given the opportunity to gain ESL certification.<br><b>Strategy's Expected Result/Impact:</b> Increased academic success of English learners<br>Evidence: Lesson plans; teacher certifications; ESL/Bilingual documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ESL/Bilingual Coordinator, Teachers<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
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No Progress



Accomplished



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**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 6:** Dropout prevention activities will increase completion rates and a variety of activities will encourage students to attend school regularly.

**High Priority**

**Evaluation Data Sources:** The district dropout rate will be equal to or lower than the state average. Student attendance will be equal to or greater than 97%.

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Truancy interventions will be conducted and complaints filed against parents and students violating the Compulsory Attendance Law.<br><br><b>Strategy's Expected Result/Impact:</b> The number of truant students will remain low.<br>Evidence: Truancy records<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselors, Attendance Clerk<br><br><b>Title I:</b><br>2.6<br>- <b>TEA Priorities:</b><br>Improve low-performing schools   | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Activities and videos will encourage students to attend school regularly and complete their degree plan.<br><br><b>Strategy's Expected Result/Impact:</b> Positive behavior reinforcements will increase student attendance.<br>Evidence: Social Studies lesson plans<br><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Social Studies Teachers<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
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**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 7:** Discipline management procedures will reduce student misconduct, allowing for higher student achievement.

**Evaluation Data Sources:** The annual total of suspensions will be equal to or less than the previous year's total.

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> After-school detention and On-campus suspension will be used to modify inappropriate student behavior.<br><b>Strategy's Expected Result/Impact:</b> The number of OCS assignments will be reduced.<br>Evidence: Detention records and discipline summary report each grading period<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Admission, Review, Dismissal committee meetings will be convened to develop Behavior Intervention Plans when needed. These plans will be implemented with integrity.<br><b>Strategy's Expected Result/Impact:</b> Behavior modifications and supports will reduce the number of discipline referrals.<br>Evidence: ARD documents<br><b>Staff Responsible for Monitoring:</b> ARD Facilitator, Assistant Principal<br><br><b>Title I:</b><br>2.4<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
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**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 8:** Technology will be utilized as a tool for learning.

**High Priority**

**Evaluation Data Sources:** All students will complete a project using technology this year.

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> All faculty have received 1:1 Winbooks will design lessons using the technology that engages the students in higher-order thinking and problem solving.<br><b>Strategy's Expected Result/Impact:</b> Designing more engaging lessons will result in higher student achievement and better critical thinking skills.<br>Evidence: Data walk documentation; teacher lesson plans<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Department Chairpersons, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
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| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> Teachers will update grades online weekly. Parents will be encouraged to register for the eSchool Home Access Center.<br><b>Strategy's Expected Result/Impact:</b> Students and family member will interact with teachers to increase student success.<br>Evidence: Newsletter; Eschool Grade books<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>4.2<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
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| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 3:</b> Integrated technology and uses of the Internet will continue to be explored and adopted when appropriate. New software will be evaluated. Current software will be updated as needed.<br><b>Strategy's Expected Result/Impact:</b> This continuous improvement process will lead to more engaging student activities.<br>Evidence: Lesson plans; campus technology inventory<br><b>Staff Responsible for Monitoring:</b> STAR Committee; Faculty<br><br><b>Title I:</b><br>2.5<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
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**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 9:** Central Middle School will maintain a positive campus climate. All students will be encouraged to participate in some type of school organization.

**High Priority**

**Evaluation Data Sources:** Student club/organization rosters

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> The district Student Code of Conduct and the campus student handbook will be available in both English and Spanish online through the campus website.<br><b>Strategy's Expected Result/Impact:</b> Students and family members will know the campus rules and standards.<br>Evidence: Campus website<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Technology Teacher<br><br><b>Title I:</b><br>4.2<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture  | Formative         |     |      |
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| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> A Trailblazer rally will be held after each of the first five grading periods to recognize Perfect Attendees, Honor Roll members, MVP Award recipients and other worthy students. An Awards Day ceremony will be held in late May for year-end student recognition.<br><b>Strategy's Expected Result/Impact:</b> Positive behavior and academic reinforcements will lead to increased student success.<br>Evidence: Pride Rally agendas, school calendar<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
|  | Nov               | Feb | June |
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| Strategy 3 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 3:</b> The Trailblazer program and "The Canine Way" program and mindset (formerly Caught Being Good) will target improved student behavior by distributing reward tickets.<br><b>Strategy's Expected Result/Impact:</b> Trailblazers and the CKH system provide positive behavior reinforcement leading to improved school climate.<br>Evidence: MVP recipients list<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 4 Details   | Formative Reviews |     |      |
| <b>Strategy 4:</b> The Capturing Kids Hearts program will promote Positive Behavior Intervention System will continue to be utilized.<br><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be reduced by 50% over the previous year.<br>Evidence: Discipline reports<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselors, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 5 Details   | Formative Reviews |     |      |
| <b>Strategy 5:</b> Schedule the PSAT 8/9 for all 8th grade students. Increase the number of 7th grade students in the Duke TIP. Form a PLC group to study the identification of gifted students in poverty or ethnic minorities.<br><b>Strategy's Expected Result/Impact:</b> Use of the rubric will increase the percentage of gifted and talented students.<br>Evidence: List of G/T students; PLC sign-in sheets<br><b>Staff Responsible for Monitoring:</b> District curriculum coordinator, Counselors<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
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**Performance Objective 10:** Work with the NISD Coordinator of Partners in Education & Communications to identify potential community partners and increase their involvement.

**High Priority**

**Evaluation Data Sources:** Documentation of donations, sponsored activities and/or volunteer sign-in sheets

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> Coordinate with the NISD Coordinator of Partners in Education and Communications to develop daily schedule for community members seeking to volunteer at Central Middle School.<br><b>Strategy's Expected Result/Impact:</b> Increased volunteering on campus, leading to increased campus safety/security<br>Evidence: Sign-in logs in the attendance office<br><b>Staff Responsible for Monitoring:</b> District Coordinator, Principal, Assistant Principal<br><br><b>Title I:</b><br>4.2<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> Anonymously survey parents and the community regarding campus programming and climate.<br><b>Strategy's Expected Result/Impact:</b> Survey results will be used to improve campus programs and climate.<br>Evidence: Survey results<br><b>Staff Responsible for Monitoring:</b> Campus Leadership Team<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
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| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 3:</b> Tutors for ESL, Reading, Math and Science will be recruited to work with students before, during and after school.<br><b>Strategy's Expected Result/Impact:</b> Tutorial assistance will lead to increased student success.<br>Evidence: Volunteer sign-in sheets<br><b>Staff Responsible for Monitoring:</b> Teachers<br><br><b>Title I:</b><br>2.4, 2.6, 4.2<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
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| Strategy 4 Details  | Formative Reviews |     |      |
| <b>Strategy 4:</b> Grants will be sought from the Nederland Education Foundation for instructional programs. The school will support the fundraising efforts of the Nederland Education Foundation.<br><b>Strategy's Expected Result/Impact:</b> Grant recipients will purchase additional classroom activities.<br>Evidence: Newsletters; grant applications<br><b>Staff Responsible for Monitoring:</b> Instructional Specialists<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction   | Formative         |     |      |
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**Goal 2:** 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:** Central Middle School will implement recruitment, development and retention strategies to maintain the best, highly-qualified staff. All teachers and paraprofessionals will be highly qualified in the subjects taught.

**Evaluation Data Sources:** Annual Highly Qualified employee report

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Interview teams will be composed of campus administrators and teachers to fill vacancies with effective applicants.<br><b>Strategy's Expected Result/Impact:</b> The interview process will reflect stakeholders' different viewpoints regarding the abilities of the applicants.<br>Evidence: Interview team roster<br><b>Staff Responsible for Monitoring:</b> Campus Leadership Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Central's students will be taught by highly-qualified teachers who are assisted by highly-qualified paraprofessionals.<br><b>Strategy's Expected Result/Impact:</b> Instruction by highly-qualified employees will lead to increased student success.<br>Evidence: Teachers' and aides' certifications<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Title I:</b><br>2.4<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| <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 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:** Professional development activities will be scheduled that support the goals and educational initiatives of the district.

**Evaluation Data Sources:** T-TESS Goals documentation  
In-service agendas

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> Two T-TESS goals will be developed jointly by the each teacher and his/her appraiser. One will be a student growth goal; the other will be a professional growth goal, individualized to the teacher. The goals will be tracked throughout the year. Success will be determined during the summative conference during the last grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> The T-TESS process will improve the skills set of teachers each year, leading to an increased efficacy in instruction.<br/>Evidence: T-TESS documentation<br/><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>   | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> Lead4ward PLC meetings will be scheduled monthly to review growth objectives. Teachers will update student growth data regularly in Eduphoria. Teaming time, as well as staff development days, will include time for grade-level curriculum meetings to share plans and ideas.</p> <p><b>Strategy's Expected Result/Impact:</b> The Lead4ward process will be embedded within the campus climate leading to increased student success.<br/>Evidence: Sign-in sheets; updated Eduphoria database and curriculum unit plans<br/><b>Staff Responsible for Monitoring:</b> District-Level Administrators, Middle School Curriculum Coordinator, Principal, Assistant Principal, Teachers</p> <p><b>Title I:</b><br/>2.4, 2.6<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |

| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 3:</b> To support our gifted and talented students, core teachers will be encouraged to obtain/maintain certification in G/T instructional methods.<br><b>Strategy's Expected Result/Impact:</b> Increase in academic growth of G/T students.<br>Evidence: List of certified G/T teachers; lesson plans noting differentiation<br><b>Staff Responsible for Monitoring:</b> District Curriculum Coordinator, Principal<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction             | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 4 Details  | Formative Reviews |     |      |
| <b>Strategy 4:</b> ELAR teachers that are not ESL certified will be encouraged to achieve ESL certification.<br><b>Strategy's Expected Result/Impact:</b> Improved academic growth of English learners<br>Evidence: List of ESL certified teachers<br><b>Staff Responsible for Monitoring:</b> Principal, District ESL Coordinator<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction  | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 5 Details  | Formative Reviews |     |      |
| <b>Strategy 5:</b> ELAR teachers are attending the Reading/Writing Academy to design engaging lessons with the new ELAR TEKS and new STAAR test structure<br><b>Strategy's Expected Result/Impact:</b> Teachers will learn and utilize engaging instructional strategies for implementing the new ELAR TEKS.<br>Evidence: Training sign-in sheets; lesson plans<br><b>Staff Responsible for Monitoring:</b> Principal, Curriculum Coordinator, Teachers<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2:** 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:** In an effort to recruit and retain quality personnel, faculty/staff appreciation will be shown throughout the school year in a variety of ways.

**High Priority**

**Evaluation Data Sources:** School calendar of events  
Facebook posts/pictures of staff appreciation events

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Each 6-9 weeks, campus administration will recognize the efforts made by our faculty/staff with some form of appreciation.<br><b>Strategy's Expected Result/Impact:</b> Increased positivity and demonstrative appreciation will lead to a positive climate/culture among the faculty/staff.<br>Evidence: School calendar; pictures posted to school webpage<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Annually, a campus climate survey will be distributed to the faculty/staff soliciting ways to improve the school. Results will be shared with everyone and plans will be developed to improve the top areas of need.<br><b>Strategy's Expected Result/Impact:</b> By surveying the staff, administration can learn areas to improve the school, thus leading to better campus climate/culture.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |

| Strategy 3 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 3:</b> All teachers with perfect attendance each six-weeks will be entered into a drawing for a prize.<br><b>Strategy's Expected Result/Impact:</b> Increased staff attendance leads to maximized instruction for student achievement.<br>Evidence: Drawing winners<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
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**Goal 2:** 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:** Comprehensive student services will be provided to special student populations.

**Evaluation Data Sources:** All students requiring student services will be identified. All of the identified students will receive the services they need.

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> Faculty members will continue Child Find efforts as part of the initial evaluation to identify students in need of services.<br><b>Strategy's Expected Result/Impact:</b> Students will be placed into classes that meet their educational needs.<br>Evidence: Teachers receive information about Child Find during the first grading period. Child Find documentation<br><b>Staff Responsible for Monitoring:</b> Diagnostician, Counselors, Teachers<br><br><b>Title I:</b><br>2.4, 2.6<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction  | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> Annual Admission, Review and Dismissal committee meetings will be conducted in a timely manner to plan an appropriate educational program for every special education student. Parents, resource and regular teachers will be included to provide input on the student's current performance and future educational needs.<br><b>Strategy's Expected Result/Impact:</b> Students will be placed in the appropriate educational setting. Parents will have input in developing the plan.<br>Evidence: ARD documentation<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Diagnosticians, Counselors, ARD Facilitator, Teachers<br><br><b>Title I:</b><br>2.4, 4.2<br>- | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |

| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 3:</b> Students with disabilities will be placed in the least restrictive environment utilizing the principles of inclusion.<br><b>Strategy's Expected Result/Impact:</b> Students will be placed in the appropriate educational setting.<br>Evidence: ARD documentation; Inclusion class rosters<br><b>Staff Responsible for Monitoring:</b> Principal, Counselors<br><br><b>Title I:</b><br>2.4<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction   | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 4 Details  | Formative Reviews |     |      |
| <b>Strategy 4:</b> Students with individual needs (including Special Education, Gifted/Talented, 504, ESL, Title I, Dyslexia, and Educationally Disadvantaged) will receive timely evaluations and appropriate services.<br><b>Strategy's Expected Result/Impact:</b> Students will be placed in the appropriate educational setting.<br>Evidence: Documentation of each program<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ARD Facilitator, Diagnostician, Counselors<br><br><b>Title I:</b><br>2.4<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 5 Details  | Formative Reviews |     |      |
| <b>Strategy 5:</b> Supercenter will continue to provide services for eligible students to increase their academic success in core classes. Supercenter personnel will provide documentation of the progress of the students every three weeks.<br><b>Strategy's Expected Result/Impact:</b> Supercenter data will provide information on student progress.<br>Evidence: Supercenter documentation<br><b>Staff Responsible for Monitoring:</b> Supercenter Personnel<br><br><b>Title I:</b><br>2.4, 2.5<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction  | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |

| Strategy 6 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 6:</b> Case managers will be assigned to all students receiving special education services to monitor and ensure progress on their IEPs.<br><b>Strategy's Expected Result/Impact:</b> By having each student's progress supervised by a specific case manager, all special education students will grow academically.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Director of Student Services<br><br><b>Title I:</b><br>2.4, 2.6 | Formative         |     |      |
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| <div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>   |                   |     |      |

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**Performance Objective 5:** The Communities in Schools Site Coordinator will collaborate with administrators and counselors to provide services based on the CIS Six Components Activities Guide.

**Evaluation Data Sources:** CIS end-of-year documentation of services provided

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Parent and Family Engagement -<br>Monthly community outreach activities will be held at Central. These will be scheduled during and after school hours to encourage participation.<br><b>Strategy's Expected Result/Impact:</b> Increased parent engagement<br>Evidence: CIS sign-in sheets and end-of-year survey<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator<br><br><b>Title I:</b><br>4.1, 4.2<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Counseling and Supportive Guidance -<br>Services will be provided to case-managed students. Efforts will be coordinated with the counseling program.<br><b>Strategy's Expected Result/Impact:</b> Increased academic success for these students<br>Evidence: CIS documentation and students' academic records<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator<br><br><b>Title I:</b><br>2.6<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |

| Strategy 3 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 3:</b> Health and Human Services -<br>Activities will be scheduled that promote health awareness and healthy lifestyles. These will be coordinated with the campus CATCH committee.<br><br><b>Strategy's Expected Result/Impact:</b> Increased student and employee attendance and wellness<br>Evidence: CIS documentation and campus attendance report<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator, CATCH Chairperson, Health Teacher, PE Coaches<br><br><b>Title I:</b><br>2.5<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 4 Details   | Formative Reviews |     |      |
| <b>Strategy 4:</b> College and Career Readiness -<br>Activities will be scheduled to prepare students for the workforce. Efforts of the campus AVID program will be supported as well as by school counselors. 8th graders will complete Career Cruising using the Naviance program.<br><br><b>Strategy's Expected Result/Impact:</b> Increased academic success for our students<br>Evidence: CIS and AVID documentation<br>Software: Naviance<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator, AVID Teacher, School Counselors<br><br><b>Title I:</b><br>2.5<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 5 Details   | Formative Reviews |     |      |
| <b>Strategy 5:</b> Enrichment -<br>Services and activities will be provided for interpersonal skills building. Efforts of the Behavioral RtI team will be supported.<br><br><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals<br>Evidence: CIS documentation, campus discipline records<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator, Behavioral RtI Chairperson<br><br><b>Title I:</b><br>2.5, 2.6<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |



| Strategy 6 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 6:</b> Academic Support -<br>Activities and services will be provided to encourage student achievement. Efforts of the Academic RtI team will be supported.<br><b>Strategy's Expected Result/Impact:</b> Increase in achievement of participating students<br>Evidence: CIS and Academic RtI documentation<br><b>Staff Responsible for Monitoring:</b> Principal, CIS Site Coordinator, RtI team members<br><br><b>Title I:</b><br>2.5, 2.6<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
|   | Nov               | Feb | June |
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| <div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>   |                   |     |      |

**Goal 2:** 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 6:** Campus opportunities will be planned for parent and community involvement to promote academic achievement and school spirit.

**Evaluation Data Sources:** Sign-in sheets for events  
Volunteer sign-in sheets  
Documents from District's Partners in Education and Communications Coordinator

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <b>Strategy 1:</b> Pep Rallies will be scheduled for home football games and the last basketball game.<br><b>Strategy's Expected Result/Impact:</b> There will be increases in community involvement and school culture.<br>Evidence: School calendar; pep rally agendas<br><b>Staff Responsible for Monitoring:</b> Extracurricular Sponsors<br><br><b>Title I:</b><br>4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture                             | Formative         |     |      |
|   | Nov               | Feb | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <b>Strategy 2:</b> Various opportunities will be presented, through PTA, for parents/family members to volunteer in the school.<br><b>Strategy's Expected Result/Impact:</b> There will be an increase in parent involvement/volunteering on campus.<br>Evidence: Sign-in sheets<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PTA Officers<br><br><b>Title I:</b><br>4.2<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative         |     |      |
|   | Nov               | Feb | June |
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| <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>  |                   |     |      |

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**Performance Objective 7:** Maintain support for the campus AVID program

**Evaluation Data Sources:** AVID student rosters  
Records of AVID activities

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <b>Strategy 1:</b> Increase the number of faculty/staff trained in the AVID program.<br><b>Strategy's Expected Result/Impact:</b> The team will understand and be responsible for implementing the AVID program.<br>Evidence: Training certificates and AVID team roster<br><b>Staff Responsible for Monitoring:</b> District AVID Coordinator, Principal, AVID Teacher<br><br><b>Title I:</b><br>2.4, 2.6<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction   | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <b>Strategy 2:</b> Maintain the 8th grade and 7th grade AVID classes.<br><b>Strategy's Expected Result/Impact:</b> Students in the AVID program will maintain the standards of the honors curriculum and prepare for AP classes at the high school.<br>Evidence: Master schedule and report cards of AVID students<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 7th/8th grade Counselor, AVID Teacher<br><br><b>Title I:</b><br>2.4, 2.5<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative         |     |      |
|  | Nov               | Feb | June |
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| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>   |                   |     |      |

# State Compensatory

## Budget for Central Middle School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 5.75

**Brief Description of SCE Services and/or Programs**

## Personnel for Central Middle School

| <u>Name</u>        | <u>Position</u>          | <u>FTE</u> |
|--------------------|--------------------------|------------|
| Amanda Thompson    | Pathways Teacher         | 0.25       |
| Andrea Crocker     | Pathways/Interventionist | 1          |
| Chanelle Wakefield | Pathways/Interventionist | 1          |
| Gretchen Jeffcoat  | Health                   | 0.25       |
| Heather Price      | ELAR                     | 1          |
| Rebecca Jones      | SPED                     | 1          |
| Rebecca McMains    | AVID Teacher             | 0.25       |
| Shawnda Neil       | SPED Aide                | 1          |

# Title I Personnel

| <u>Name</u>      | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|----------------|------------|
| Kacie Guidry     | ELAR Teacher    | Title I        | 1.0        |
| Leslie Broussard | ELAR Teacher    | Title I        | 1.0        |
| Seth Villafano   | ELAR Teacher    | Title I        | 1.0        |