

Nederland Independent School District

District Improvement Plan

2023-2024

NEDERLAND

INDEPENDENT SCHOOL DISTRICT

— *IMAGINE • INNOVATE • INSPIRE* —

Mission Statement

The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

Core Beliefs

Nederland ISD Belief System:

Education is a shared responsibility of students, school, home and community. With that as an essential principle, we believe the following to be true for students, staff, families and the community:

- Everyone has equal inherent worth and deserves to be treated with respect and dignity.
- Everyone needs challenge, opportunity and encouragement.
- Each person is unique.
- Meaningful relationships have profound lifelong impact.
- Integrity is essential.
- Imagination and creativity are vital.

- A safe environment is necessary for learning.
- Every person can learn.
- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- There is always room for improvement.
- All students must graduate with the skills they need to pursue their aspirations.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
District Processes & Programs	14
Perceptions	20
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	25
Goals	27
Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)	27
Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)	32
Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.	35
Goal 4: 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.	47
Addendums	59

Comprehensive Needs Assessment

Demographics

Demographics Summary

The District Educational Improvement Council (DEIC) met on November 9, 2023 to review and provide input in the District Improvement Plan. State Assessments were given in the Spring of 2023. The district received an overall rating of **TBD**. In addition, the district earned a distinction in the area of **TBD**.

Nederland ISD is located in Southeast Texas in the heart of Jefferson County. It is easily accessed by Highway 69 and Interstate 10 between Beaumont and Port Arthur, Texas. Nederland ISD less than 100 miles from Houston and less than 50 miles from the Louisiana border. With a current enrollment of 5250 students, Nederland Independent School District is the largest employer in the city.

Nederland ISD educates approximately 5250 students in the 8 campuses:

- Nederland High School
- C. O. Wilson Middle School
- Central Middle School
- Highland Park Elementary
- Hillcrest Elementary
- Helena Park Elementary
- Langham Elementary
- Alternative Campus

The District and Campus Student Demographics are as follows:

District Demographics 2023 PEIMS Reporting													
	AA	His	White	Am Ind	Asian	Two or More	Native Hawaiian/Other Pacific Islander	Sped	504	Eco Dis*	EB	GT	At Risk
District	8.00%	30.3%	50.7%	0.40%	7.4%	3.1%	0.1%	13.6%	10.6%	49.5%	13.6%	6.5%	40.9%
High School	9.5%	29.9%	51.6%	0.6%	6.9%	1.5%	0.1%	12.3%	10.6%	46.6%	9.1%	5.2%	37.0%
Central M S	12.2%	32.0%	42.3%	0.6%	9.2%	3.6%	0.1%	15.1%	14.1%	54.8%	17.5%	6.1%	45.6%
Wilson M S	5.0%	23.5%	61.5%	0.0%	6.3%	3.4%	0.2%	13.1%	13.1%	41.1%	8.6%	10.3%	22.7%
Highland	6.3%	34.0%	52.3%	0.7%	3.3%	3.5%	0.0%	13.5%	6.5%	53.5%	13.3%	4.4%	49.1%
Hillcrest	11.7%	48.1%	24.7%	0.0%	11.7%	3.7%	0.2%	11.1%	3.1%	69.5%	35.0%	3.3%	56.4%
Helena	3.9%	24.7%	59.7%	0.3%	8.2%	3.1%	0.0%	17.5%	5.4%	35.4%	10.6%	8.5%	45.2%
Langham	3.3%	22.1%	62.0%	0.2%	5.9%	6.2%	0.2%	14.5%	10.2%	55.3%	7.8%	8.1%	45.4%

The average student-teacher ratio for Nederland ISD is 13.6 to 1. The annual dropout rate for grades 9-12 students is 1.4% (based on the 21-22 graduating class). 68.3% of the district's graduating seniors (class of 2022) took the SAT or ACT college entrance exams with scores well above state and national averages.

Nederland ISD Teacher Demographics

Nederland ISD teacher experience compared to the state.

	Number Of Teachers	District	State
Beginning Teachers	11	3.0%	9.7%
1-5 Years Experience	67	18.2%	26.3%
6-10 Years Experience	81	22.1%	20.5%
11-20 Years Experience	108.5	29.5%	27.2%
Over 20 Years Experience	99.8	27.1%	16.2%

Nederland ISD Teacher Demographics are as follows: 0.8% African American; 6.3% Hispanic; 90.2% White; 0.50% American Indian; 1.4% Asian; and 0.80% Two or More Races.

Nederland ISD's teacher turnover rate is 10% compared to the state's turnover rate of 21.4%.

The Nederland Independent School District is nestled in the Southeast corner of Texas where public education is the heart and soul of the community. Nederland ISD has over a 100-year long-standing tradition of excellence in the classroom by preparing students for post-secondary education, trades, and careers. Nederland ISD consists of a diverse student population with a cross-section of socioeconomic backgrounds. The petrochemical industry supports most families bringing both blue-collar workers and top-notch professionals to the area. Additionally, Nederland ISD believes that members of the Nederland community and local businesses are an essential part of the growth and development of our students and district. We continuously strive to create mutually beneficial relationships within our school community.

Demographics Strengths

Nederland ISD is comprised of a diverse student population.

Nederland ISD has s greater percentage of experienced teachers than is found throughout the state.

Nederland ISD students perform well above the state on College Entrance Exams (SAT and ACT).

Nederland ISD students perform well above the state on College, Career, and Military Readiness.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students who achieve Meets and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EOC assessments. **Root Cause:** We need to continue to develop a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

Student Learning

Student Learning Summary

Nederland ISD received an A rating in 2022 with a distinction in the area for PostSecondary Readiness. (Will be updated when the 2023 Accountability Report is published)



DUE TO COVID-19 ALL SCHOOLS IN TEXAS WERE NOT RATED in 2020 and 2021.

Nederland ISD Student Achievement : Domain 1

Strengths: Students achieving Meets and Masters showed improvement over the past year even exceeding the number of students reaching the levels of Meets and Masters prior to Covid-19.

	2017-18	2018-19	2019-2020 (NT)	2020-2021	2021-2022	2022-2023
Approaches	81%	83%	NT	80%	84%	85%
Meets	53%	55%	NT	53%	60%	60%
Masters	23%	26%	NT	26%	30%	26%

School Progress Domain

The calculation of School Progress has changed for 2022-2023 school year and beyond. The calculation now includes Accelerated Learning points for students who did not meet grade level in the prior year who then earned either Approaches, Meets, or Masters in the current year x 0.25 = Accelerated Learning Points.

School Progress: Academic Growth RLA and Math			
	Points Earned		Calculated
Annual Growth Points Earned	3,077.5	x1	3,077.50
Accelerated Learning Points Earned	335	x0.25	83.75
Sum of Annual Growth plus Accelerated Learning Points			3,161.25
Total Tests Evaluated			4,622
Academic Growth Score			68

Annual Growth RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	1,348	0	0
Tests Earning 0.5 Points	393	0.5	196.5
Tests Earning 1 Point	2,881	1	2,881
Annual Growth Points Earned			3,077.5
Total Tests Evaluated			4,622
Annual Growth Score			67

Accelerated Learning RLA and Math			
	Count	Point	Calculated
Tests Earning 0 Points	382	0	0
Tests Earning 1 Point	335	1	335
Accelerated Learning Points Earned			335
Total Tests Evaluated			717
Accelerated Learning Score			47

Both Subjects

0 Point 0.5 Point 1 Point

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	101	0.0	101	101.0	44	44.0	29	29.0	13	13.0	1	1.0	289	188.0
High Did Not Meet Grade Level	66	0.0	114	57.0	108	108.0	69	69.0	63	63.0	8	8.0	428	305.0
Low Approaches Grade Level	25	0.0	84	0.0	85	42.5	112	112.0	115	115.0	0	0.0	420	229.5

Low Approaches Grade Level	23	0.0	64	0.0	63	42.5	112	112.0	115	115.0	9	9.0	430	278.5
High Approaches Grade Level	17	0.0	55	0.0	105	0.0	194	97.0	278	278.0	41	41.0	690	416.0
Meets Grade Level	13	0.0	34	0.0	85	0.0	193	0.0	723	723.0	239	239.0	1,287	962.0
Masters Grade Level	4	0.0	5	0.0	20	0.0	59	0.0	482	0.0	928	928.0	1,498	928.0
Total	226	0.0	393	158.0	447	194.5	656	307.0	1,674	1,192.0	1,226	1,226.0	4,622	3,077.5

Accelerated Learning						
	2022-23 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2021-22 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	382	250	76	9	717	335

Reading/Language Arts (RLA)

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	74	0.0	41	41.0	14	14.0	14	14.0	4	4.0	0	0.0	147	73.0
High Did Not Meet Grade Level	37	0.0	58	29.0	60	60.0	34	34.0	39	39.0	2	2.0	230	164.0
Low Approaches Grade Level	11	0.0	25	0.0	47	23.5	48	48.0	63	63.0	5	5.0	199	139.5
High Approaches Grade Level	9	0.0	20	0.0	50	0.0	83	41.5	145	145.0	21	21.0	328	207.5
Meets Grade Level	8	0.0	22	0.0	47	0.0	94	0.0	403	403.0	129	129.0	703	532.0
Masters Grade Level	4	0.0	2	0.0	8	0.0	33	0.0	312	0.0	564	564.0	923	564.0
Total	143	0.0	168	70.0	226	97.5	306	137.5	966	654.0	721	721.0	2,530	1,680.0

Accelerated Learning						
	2022-23 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2021-22 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	210	122	43	2	377	167

Mathematics

Annual Growth														
	2022-23 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2021-22 Performance on STAAR	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point	Count	Point
Low Did Not Meet Grade Level	27	0.0	60	60.0	30	30.0	15	15.0	9	9.0	1	1.0	142	115.0
High Did Not Meet Grade Level	29	0.0	56	28.0	48	48.0	35	35.0	24	24.0	6	6.0	198	141.0
Low Approaches Grade Level	14	0.0	59	0.0	38	19.0	64	64.0	52	52.0	4	4.0	231	139.0
High Approaches Grade Level	8	0.0	35	0.0	55	0.0	111	55.5	133	133.0	20	20.0	362	208.5
Meets Grade Level	5	0.0	12	0.0	38	0.0	99	0.0	320	320.0	110	110.0	584	430.0
Masters Grade Level	0	0.0	3	0.0	12	0.0	26	0.0	170	0.0	364	364.0	575	364.0
Total	83	0.0	225	88.0	221	97.0	350	169.5	708	538.0	505	505.0	2,092	1,397.5

Accelerated Learning					
	2022-23 Performance on STAAR				
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
2021-22 Performance on STAAR	Count	Count	Count	Count	Count Points
Did Not Meet Grade Level	172	128	33	7	340 168

Relative Performance evaluates the achievement of all students (STAAR and CCMR averaged) **relative to districts** or campuses with **similar socioeconomic statuses**.

	Relative Performance	Eco Dis %
	Component Score	
2018-2019	65	45.9%
2019-2020 (NT)	NT	NT
2020-2021	55	50.8%
2021-2022	58	45.8%

Due to COVID, CCMR data was impacted during the 2019-2020 school year.

Closing the Gaps: Domain III (Federal Accountability): Academic Achievement (Meets Level), Graduation Status, ELP Status, School Quality Status

*This section will be updated when the Closing the Gaps report is released by TEA.

2023 Accountability Overall Summary:

*This section will be updated when the Overall Accountability Summary is released by TEA.

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	District	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Education	Econ. Disadv	EB/EL (current)
2022	95.0	94.1	94.5	94.3	*	100.0	100.0	85.3	92.3	100
2021	94.9	95.5	95.7	94.5	100	96.3	80	90	90.8	100
2020	96.7	100.0	95.8	96.2	*	100.0	100.0	93.3	95.8	92.9
2019	95.6	92.6	93.2	97.6	*	96.7	75.0	92.5	91.3	83.3

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ. Disadv	EB/EL (current)
2021	96.1	95.7	95.7	96.2	*	100.0	83.3	94.1	93.0	100.0
2020	96.7	100.0	98.6	96.2	100.0	100.0	100.0	93.6	95.9	100.0
2019	97.5	96.3	98.6	98.5	*	100.0	75.0	97.5	96.0	100.0
2018	93.7	100.0	93.2	92.3	*	100.0	*	89.2	92.7	83.3

AVERAGE SAT SCORE 2023: 1048

ADVANCED DUAL-CREDIT COURSE COMPLETION 2023: 29.5%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2022: 32.0%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2019: 29.8%

Student Learning Strengths

When data for grades 3-8 are analyzed holistically, NISD students outperformed the state in all tested areas. When End-of-Course data are reviewed, NISD students outperformed the state in each content area tested.

Despite slight drops at the "Approaches" level for subject and grade level tests, Nederland ISD students maintained a high level of success at the "Meets" and "Masters" level for STAAR and EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students who achieve Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause:** We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

Problem Statement 2 (Prioritized): Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. **Root Cause:** As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

District Processes & Programs

District Processes & Programs Summary

Nederland ISD has developed different processes and programs to support our overall goal of helping each student develop the educational, social, and emotional skills necessary to be successful in life. The following summary outlines the personnel, instruction and curriculum, technology, and organizational processes and programs used to achieve this goal.

Beginning with personnel, Nederland ISD currently has 100 percent of all staff members meeting the highly qualified status. However, the turnover rate for Nederland ISD is 10.0 percent which is significantly lower than the state at 21.4 percent. The average years of experience of Nederland teachers is 14.7 years compared to 11.0 years across the State. The average experience with the District is 9.7 years compared to 6.9 years across the State. Sixty-three members of our staff or 17.3 percent hold a Master's degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain high-quality staff. Two members of our teaching staff hold doctorate degrees. The support program for new teachers is evaluated and updated annually to provide better support throughout the year. Staff members are provided opportunities to attend professional learning for their individual growth, district initiatives, and other areas as needed. Administrators are supported through a variety of learning opportunities and professional organizations.

In the area of Curriculum and Instruction, Nederland Independent School District uses the TEKS Resources System (TRS) as the basis for curriculum and instruction. The TRS provides the Year at a Glance (YAG) as the scope and sequence; the Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD), which allows teachers to see what has been taught before their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information for a particular concept. Another key feature of the TRS is the outlining of where students routinely have misconceptions of the content, thus allowing teachers to target those areas when developing their lessons.

Areas of need include the following:

Curriculum and Instruction:

Interventions for Learning Loss

- House Bill 4545 and HB 1416 provide the structure for accelerated instruction for students who were not successful on the 2023 state assessment.
- Plans were developed for each level and subject.
- Accelerated instruction will follow the guidelines of HB 4545 and updated by HB 1416.

Increase Inclusion practices

- PLC Meetings - Data will drive decisions in our continuous improvement model: Monitor and assess curriculum alignment and instruction through the use of district-developed assessments consistently across all campuses. The data from the assessments will help guide instructional decisions.
- Continue implementation of RtI to support students in acquiring the concepts being taught.
- Address concerns identified in the Special Education, RtI, Gifted and Talented, Bilingual/ESL, 504, and dyslexia program evaluations.
- Implement SLO/T-TESS/T-PESS.

- Increase and refine staff development regarding the writing process including revising and editing.
- Increase and refine staff development regarding reading.
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Embed rigor, relevance, and engagement in all staff development, coaching, and planning sessions across all content areas.
- Create a systemic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Provide students access to a diversity of academic programs and integrate technology.
- Continue the implementation of Project Based Learning (PBL) to provide students with opportunities to develop 21st Century skills.
- Provide coaching support to teachers

Career and Technical Education (CTE):

- Improve, expand, and modernize CTE programs, including relevant technology.
- Provide training for teachers (materials, curriculum).
- Increase the number of Industry Based certificates earned.
- Implement changes recommended in the CTE Program Evaluation.

Gifted and Talented Education (GT):

- Continue to challenge, enrich, and enhance the NISD curriculum for students in the GT program.
- Provide enrichment activities for students in the GT program.

Curriculum and Instruction:

- Ongoing training for administrators to support campus teachers.
- The Curriculum and Instruction staff remains dedicated to providing all students access to the general curriculum to the maximum extent possible through a blended model of appropriate instruction, accommodations/modifications, and integrated behavior management for students' learning.
- Curriculum and Instruction Department and campuses monitor Tier 1 instruction in core content area classes to ensure students in Special Education, RtI, Gifted and Talented, Bilingual/ESL, 504, and dyslexia programs are given appropriate accommodations to meet their individual needs.

ESL:

- Continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for Emergent Bilingual students.
- Continue to monitor the appropriate use of accommodations in all classrooms for Emergent Bilingual students.
- Continue to provide staff development to administrators to work with all teachers who instruct Emergent Bilingual students.
- Provide professional development opportunities for EB teachers and coordinators on second language acquisition and writing strategies to share during teacher training and planning/coaching sessions.
- Continue providing support to campuses by bridging and analyzing TELPAS and STAAR data to improve English language acquisition and academic development.
- Collaborate as a team to help build a strong curriculum for all learners in a non-restrictive environment. The assistant superintendent, directors, and coordinators will collaborate closely in order to close the instructional gap between all student groups, especially Emergent Bilingual students.

- Provide adequate planning time and support for our teachers throughout the year.

Special Education:

- Continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for students with disabilities.
- Continue to monitor the appropriate use of accommodations in all classrooms for students with disabilities.
- Continue to provide staff development to administrators to work with all teachers who instruct students with disabilities.
- Provide professional development opportunities for Special Education teachers and coordinators on writing strategies to share during teacher training and planning/coaching sessions.
- Continue providing support to campuses by bridging and analyzing STAAR data to improve academic development.
- Collaborate as a team to help build a strong curriculum for all learners in a non-restrictive environment. The assistant superintendent, directors, and coordinators will collaborate closely in order to close the instructional gap between all student groups, especially students with disabilities.
- Provide adequate planning time and support for our teachers throughout the year.

Technology:

Finally, the integration of technology into the interactive classroom, allowing for collaboration, plays a vital role in education today. NISD strives to equip classrooms with technologies that make them completely interactive and iCloud-based at the same time. Teachers who engage students with the right combination of technology and instructional strategies improve learning. Learning experiences take place in authentic settings and require collaboration and management of complex decision-making and sophisticated problem-solving skills. As we move forward, infusing interactive classrooms with technology resources is critical for success. Nederland Independent School District, with the support of the community, shall design, implement, and maintain a technology-enhanced educational delivery system that will enable all students to excel in an information-driven global society.

Nederland ISD provides a technology-rich learning environment where students can expand their knowledge base by accessing, analyzing, evaluating, and communicating information expediently and efficiently with increased project-based learning activities. Students improve their critical thinking, problem-solving, and decision-making skills while learning to work ethically, independently, and collaboratively. Nederland ISD provides a technology-rich learning environment where educators can improve instructional strategies to increase achievement for all students, regardless of their ethnicity, socio-economic status, or learning styles. Educators accurately and efficiently assess, monitor, and communicate student progress to parents and improve personal skills through hands-on staff development in technology and the sharing of knowledge and resources with colleagues.

The Nederland ISD Technology Plan supports the Essential Knowledge and Skills (TEKS) as well as the Technology Application TEKS as required in the Texas Education Code, Section 28.002. This plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and schools. Technology plays a pivotal role in today's teaching and learning experiences. Educators are

challenged not only to use technology as one of the many tools available to help students master defined content and performance standards, but also to know when a technology is the most appropriate to help students learn or demonstrate a particular concept or skill.

Nederland ISD became a fully 1:1 mobile device integrated district with the financial support of a community-supported Bond adoption. This adoption brought standardization and equity to the classroom for all students. Combining the benefits of a 1:1 integrated learning environment with a robust and secure network empowers students to become competitive, productive, and independent members of society. The degree to which Nederland ISD is successful in preparing its students for the future will depend on the development of a technologically competent faculty and the availability of the appropriate hardware, software, and infrastructure to support sustained learning.

District Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

One of the strengths of Nederland ISD is providing ongoing opportunities to attend professional development in the District, Regional Service Center and to attend state wide conferences. Nederland ISD is forward thinking and looking to transform education for the 21st Century Learner.

Human Resources:

- Collaboration with Technology Department to implement electronic on boarding for professional and paraprofessional new hires.
- Collaboration and information sharing with area districts.
- On-site badging.
- NISD attends several Career Fairs to recruit potential applicants.
- Online applications for Operations.
- New Teachers are supported through the New Teacher Induction program (NTI) and assignment of mentor teachers.

Leadership Development:

- The Leadership Professional Learning Communities (Assistant Principals, Counselors, District Leadership Team [DLT], Aspiring Leaders [LEAD], Principals, District Instructional [DIL], Student Ambassadors, and Secretary Leader) provide a streamlined support and development system to all district leaders regardless of their level of experience as well as developing them for their future pathway as administrators. Each leadership institute provides feedback at the completion of the course and that feedback is used to refine the program for the upcoming year.
- Members from School Administration have presented and are encouraged to present at local and state meetings and conferences.

Curriculum and Instruction:

- Provide teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Differentiate support to struggling campuses through the Monitor Schools process.

- Provide professional development to all teachers that included individual choice, gifted and talented options, content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.

Career and Technical Education (CTE):

- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.
- Provide professional development for teachers in designing and delivering high quality virtual lessons for online learners.

Gifted and Talented Education (GT):

- Provide a wide assortment of professional development sessions to ensure teachers at meeting the needs of students in the GT program.

Educational Support Services: Building Instructional Capacity

- Collaborating with in district and out of the district experts, as a department we continue to work toward successful, high quality and rigorous instruction to ensure quality learning of Emergent Bilingual students and students with disabilities.
- Providing professional development for teachers to address the needs of different groups of learners by supporting campuses with coaching, planning support and research based instructional materials specific to Emergent Bilingual students and students with disabilities continue to be a strong focus in the 2022-2023 school year.

Social/Emotional Supports

Nederland ISD has adopted the Capturing Kids Hearts(CKH) model for supporting students’ and staff members’ social emotional needs. Teachers were trained using the CKH model for classroom culture and SEL support. The district also has a partnership with Community in Schools and Samaritan Counseling to meet the needs of students. Our convocation speaker was Brad McCoy, from Capturing Kids Hearts. He delivered a message to the entire district about the importance of providing safe social emotional environments for our students and staff to be successful.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Within the district, there has been an increase in the number of students in need of additional services. **Root Cause:** Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

Problem Statement 2: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause:** Professional Learning is essential for all staff in an effort to improve student achievement and the learning environment.

Problem Statement 3: Recruiting highly qualified staff for high need staffing areas. **Root Cause:** Teacher shortage in these areas due to retirements and lack of new candidates.

Problem Statement 4: HB3 requires training for mentor teachers involving new professional development plans to support the mentors and the new teachers the mentors assist. **Root Cause:** Support for new teachers to help retain them past the initial three years.

Problem Statement 5: The number of students enrolled in advanced courses does not reflect the demographics of the district. **Root Cause:** The cost of the PSAT 8/9 for economically disadvantaged students discourages some students for signing up for the test.

Problem Statement 6: Students not planning for CCMR. **Root Cause:** The cost of the SAT and TSIA 2 prohibits economically disadvantaged students from taking the assessments.

Perceptions

Perceptions Summary

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Disadv	EB/EL (current
2022	95.0	94.1	94.5	94.3	100.0	100.0	85.3	92.3	100.0
2021	94.9	95.5	95.7	94.5	96.3	80.0	90.0	90.8	100
2020	96.7	100.0	95.8	96.2	100.0	100.0	93.3	95.8	92.9

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Disadv	EB/EL (current)
2021	96.1	95.7	95.7	96.2	100.0	83.3	94.1	93.0	100.0
2020	96.7	100.0	95.9	96.2	100.0	100.0	93.6	95.9	92.9
2019	97.5	96.3	98.6	98.5	100.0	75.0	97.5	96.0	100.0

District Discipline Reports by Codes

Code	All Students	Sp.Ed.	Hispanic	American Indian	Asian	African American	Hawaiian/Pacific Islander	White	Two or More Races
Marijuana	25	8	0	0	1	8	0	16	0
Alcohol	14	5	3	0	0	4	1	5	1
Firearm at School	1	0	0	0	0	0	0	1	0

Code	All Students	Sp.Ed.	Hispanic	American Indian	Asian	African American	Hawaiian/Pacific Islander	White	Two or More Races
Student Code of Conduct	580	122	148	3	22	105	2	286	26
Terroristic Threat	20	5	2	0	0	8	0	6	1
Assault against school employee	1	0	1	0	0	0	0	0	0
Assault against other	6	0	0	0	0	1	0	2	0
Aggravated Assault against other	0	0	0	0	0	0	0	0	0
Fighting/Mutual Combat	73	17	18	0	1	24	0	26	4
Bullying	7	0	1	0	0	1	0	4	1

District Culture and Climate

Nederland ISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. NISD employs a resource officer and partners with our local community and local law enforcement agencies to ensure safety on all campuses. Our campuses offer a variety of extra-curricular school activities, clubs, and UIL events promoting student connectedness which enhances a positive school environment. Our parents are full partners in the education of NISD students. The district communication portal and other community outreach activities exhibit our desire to constantly improve communication between students, parents, teachers, and administrators. At Nederland ISD, we are “Simply the Best” and "Going From Good to Great!"

An Employee Engagement Survey was conducted in Spring, 2023. Another Employee Engagement Survey will be conducted in Spring, 2024.

Parent and Community Engagement Summary

Parents are partners in their student's education. Their involvement is important to the school district's success. Nederland ISD strives to keep our parents and community informed through the use of the District's website, newsletters, and other forms of social media such as Facebook, Twitter, etc... Parents are encouraged to attend events at each of the campuses throughout the school year. Back-to-school events are held to assist parents in preparing their children for the beginning of a school year. The District also schedules Parent Teacher Conference Days to meet with parents at the end of the second grading period.

Perceptions Strengths

Areas of Needs for Parent and Community Involvement

Areas of need include the following:

- Increase business partnerships
- Increase donations
- Plan and implement an Unity Project at district and campus levels
- Increase District Communication
- Increase Social Media usage; including Spanish social media and website

District Culture and Climate Strengths

Moving into the 2022-2023 School year, the district is focused on the following:

- Working with campus staff to address the goal of decreasing the rate/number of discretionary placement at DAEP.
- Increase the campuses that are implementing PBIS at Level 1 (CKH, Rtl Behavior).
- Working with campus staff to address the goal of decreasing the rate/number of both in-school and out-of-school suspensions.
- Enhancing the work of the District's Restorative Discipline Committee.
- Continuing our school safety awareness initiative.
- Decreasing the total number of dropouts in both high school and middle school through the Dropout Recovery efforts.
- Increasing the rate of attendance for each campus.
- Providing improved training opportunities for campus-based staff and district administrators in research-based, proactive discipline strategies and restorative practices.
- Continuing the goal of increasing the use of Nederland ISD Tip Line to establish greater safety and security throughout the NISD community.
- Ensuring proper and timely completion of all designated safety drills and implementation of all Emergency Operation Plans (EOP).
- Removing any barriers to enrollment and providing supports for students in foster care placements, as well as those designated as homeless.

District Discipline and Conflict Resolution

The annual review of all discipline records included student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. The data review confirmed that Nederland ISD has very few discipline records. There have been no significant increases when compared with previous years' data. This indicates that resolution programs and interventions are typically successful. The campuses will diligently continue to follow established practices and procedures for conflict resolution, drug and violence prevention and intervention. Since no changes will be made, no strategies will be included in this improvement plan except in the area of bullying. While the records do not indicate that bullying is a problem, the campus feels that it is important not to be complacent in this area and will include bullying prevention as a need in this plan. All discipline records will be carefully re-evaluated next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Relational capacity growth needed to address student academic needs. **Root Cause:** A better understanding of the culture and needs of the sub

populations within the district.

Priority Problem Statements

Problem Statement 1: The percentage of students who achieve Meets and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EOC assessments.

Root Cause 1: We need to continue to develop a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students who achieve Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.

Root Cause 2: We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth.

Root Cause 3: As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Within the district, there has been an increase in the number of students in need of additional services.

Root Cause 4: Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Relational capacity growth needed to address student academic needs.

Root Cause 5: A better understanding of the culture and needs of the sub populations within the district.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By June, 2024, all elementary campuses in NISD will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2024 Reading Assessment will be at a minimum of 62% meeting grade level in all student population groups.

HB3 Goal





Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, iRead, Really Great Reading, My Virtual Reading Coach, and Waterford. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. Strategy's Expected Result/Impact: Increase in student growth in reading Staff Responsible for Monitoring: State and Federal Program Coordinator, Principals, Teachers Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure master schedule reflects built-in intervention time during the school day. Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Principals Interventionist Teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices.. Strategy's Expected Result/Impact: Earlier identification of students with dyslexia Increase of student growth in reading Staff Responsible for Monitoring: Special Education Director, Dyslexia Specialist Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Elementary Curriculum Coordinator, Principals, Teachers	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Continue training any PreK - 3rd grade teachers, Elementary Special Education teachers, Elementary ESL teachers, Interventionist, Elementary Dyslexia teachers, and 4th-5th Grade ELAR teachers in the Reading Academy coursework that have not completed it. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: State and Federal Program Coordinator Elementary Coordinator Principals	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Continue offering opportunities for all Elementary Teachers to become ESL Certified. Strategy's Expected Result/Impact: increase student growth in reading for our EB students support EB students through the ELPs Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction State and Federal Programs Coordinator Principals	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to train all K-3 teachers in Really Great Reading phonics instruction. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Ensure Interventionist work with our RtI and HB4545 students in a small group setting to build reading skills and close learning gaps. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Elementary Curriculum Coordinator Principal Interventionist	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Continue providing STAAR 2.0 Redesign training for all 3rd - 5th grade ELAR teachers to help teachers to understand the new item types and how to support our students in reading. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Interventionist Teachers	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
Strategy 13: Administer the mCLASS assessment to all K-2nd grade students. Strategy's Expected Result/Impact: Increase student growth in reading Identify students struggling with specific reading skills Identify students who may show indicators of dyslexia Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Dyslexia Specialist Principal Interventionist	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, MVRC (My Virtual Reading Coach), and Waterford to drive instruction for students to close reading gaps. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Use data from writing samples collected at the beginning, middle, and end of the year to improve performance on constructed responses across the curriculum. Strategy's Expected Result/Impact: Increase growth in expressing comprehension and critical thinking in response to reading Staff Responsible for Monitoring: Teachers, Principals, Curriculum Coordinators, and Asst. Superintendent for Curriculum and Instruction	Formative		
	Nov	Feb	June
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Performance Objective 1: By June 2024, all elementary campuses in NISD will meet performance objective targets as outline in the Campus Improvement Plans. Administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2024 Math Assessment will be at a minimum of 62% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Assistant superintendent for C&I, Elementary Coordinator, Principals, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP) Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Interventionists Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure master schedule reflects built-in intervention time during the school day. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Principals Interventionist Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program. Strategy's Expected Result/Impact: Increased in student growth in math Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Identify K-3 teachers and interventionist to attend the summer Math Academy at Region 5. Strategy's Expected Result/Impact: Teachers gain a better understanding of best practices for teaching math. Staff Responsible for Monitoring: Elementary Curriculum Coordinator Principals	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure Interventionist work with our RtI and HB4545 students in a small group setting to build math skills and close learning gaps. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Elementary Curriculum Coordinator Principal Interventionist	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to provide STAAR 2.0 training for all 3rd - 5th grade Math teachers to help teachers to understand the new item types and how to support our students in math. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Interventionist Teachers	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Use Reagan Tunstall guided math kits to enhance a deep understanding of math skills. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Assistant Superintendent in Curriculum & Instruction Elementary Curriculum Coordinator Principal Teachers	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Continue offering opportunities for all Elementary Teachers to become ESL Certified. Strategy's Expected Result/Impact: Increase student growth in reading for our EB students Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction State and Federal Programs Coordinator Principals	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Use data from local tests, district benchmarks, TFAR, Renaissance STAR Math, and Progress Learning to drive instruction for students to close math gaps. Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction Elementary Curriculum Coordinator Principals	Formative		
	Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

Performance Objective 1: Nederland ISD will increase the percent of students achieving College, Career, or Military (CCMR) readiness by 1% during the 2023-2024 school year.





High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor enrollment of students in AVID classes in grades 7 and 8. Strategy's Expected Result/Impact: Number of AVID students increase Staff Responsible for Monitoring: Middle School Administrators, High School Assistant Principal,AVID Coordinator Title I: 2.4, 2.6 - Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to provide SAT class for high school students. Use results from PSAT and Khan Academy to prepare students for SAT. Strategy's Expected Result/Impact: Increase Student Participation Staff Responsible for Monitoring: Assistant Superintendent for C&I, High School Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide funding through HB3 guidance for SAT and TSIA2. PSAT for 10th grade students will be funded with local funds. Strategy's Expected Result/Impact: PSAT, SAT, TSIA2 results Increase enrollment in AP courses and dual enrollment courses Staff Responsible for Monitoring: Secondary Coordinators, Counselors Title I: 2.4 - Equity Plan	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Freshmen students research colleges through their English Language Arts Class. Continue virtual cohort for AP teachers to remain current with professional learning. Strategy's Expected Result/Impact: Lesson Plans; Student Participation; Communication of Events Staff Responsible for Monitoring: Principals, Teachers, Counselors, CTE Director	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase the number of teachers attending AP professional development, including middle school teachers. Facilitate vertical team meetings for teachers who teach PreAP and AP classes. Offer study groups for AP exam prep outside of the school day. Strategy's Expected Result/Impact: AP Exam Scores, longitudinal data, student participation Teacher and student feedback Staff Responsible for Monitoring: Secondary Coordinators, High School Principal	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase the number of students pursuing a post secondary education by earning college credits while still in high school. Increase student participation in Dual Credit and AP courses. Strategy's Expected Result/Impact: Data Comparison Course grades Staff Responsible for Monitoring: High School Principal, Secondary Content Coordinators, Counselors	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, college fair (September 13), and partnerships with local colleges and universities. Strategy's Expected Result/Impact: Sign-in sheet Handouts Newsletters Assistance with in enrollment to universities Staff Responsible for Monitoring: Administrators, Teachers, Counselors	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide Credit recovery program, learning recovery, and accelerated learning for at-risk students to prevent failure/drop-out. Strategy's Expected Result/Impact: Develop plan with guidelines Implement Plan Reduction in failures and drop-outs Staff Responsible for Monitoring: Assistant Superintendent for C&I, Principals, Curriculum Coordinators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: Reduction in over representation of Economically Disadvantaged & Special Education Staff Responsible for Monitoring: Principals, Director of the Alternative Campus, Assistant Superintendent for C&I, Director for Special Education Title I: 2.4, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 2: Nederland ISD will increase the percent of students earning Industry-Based Certifications by 1% during the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR, CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop multiple delivery methods to provide CTE information to students and parents. Offer Career and College Readiness Class at middle schools. Administer interest inventories to 8th grade students to assist in course selections. (SP) Strategy's Expected Result/Impact: 7th and 8th grade students informed about CTE courses, certifications in planning for high school and post high school Staff Responsible for Monitoring: CTE Director, Secondary Counselor, Principals, Assistant Superintendent for C&I	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant. Strategy's Expected Result/Impact: Monitor CTE Program Effectiveness Staff Responsible for Monitoring: Director for CTE	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses. Strategy's Expected Result/Impact: Meeting Agendas and sign-in sheets Staff Responsible for Monitoring: Director for CTE	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the CTE Facebook page and campus and district webpage in communicating information to both students and parents for CTE and scholarship opportunities; also, provide upcoming dates for meetings on CTE and scholarship information. Strategy's Expected Result/Impact: Posted at the beginning of the school year and updated throughout the semester as needed Staff Responsible for Monitoring: Director for CTE, High School Principal, High School Assistant Principal, Counselors Title I: 4.1, 4.2	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide students access to the community. Invite area professionals or community groups to come to the schools to share experiences and opportunities in their field. Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting. (SP) Strategy's Expected Result/Impact: Visitation Logs Staff Responsible for Monitoring: High School Principal, Counselors	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop Programs of Study where the CTE Level 4 courses offer an Industry-Based Certification (IBC). Strategy's Expected Result/Impact: Increase the Industry-based Certifications for students to earn. Staff Responsible for Monitoring: CTE Director	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Pay one test fee per student for Industry-Based Certifications (IBC) tests. Strategy's Expected Result/Impact: Increase the percent of students earning IBC's Staff Responsible for Monitoring: CTE Director	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

Performance Objective 3: Nederland ISD will increase the percent of students earning CCMR point through dual enrollment and/or AP testing by 1% during the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase enrollment and rigor in advanced coursework in Middle School and High School to prepare students for Dual Credit Courses and AP testing. Strategy's Expected Result/Impact: Increase number of students earning credit for AP and Dual Enrollment. Staff Responsible for Monitoring: Counselors Principals Curriculum Coordinators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer dual credit courses in CTE Programs of Study. Strategy's Expected Result/Impact: Increase number of students earning credit for Dual Enrollment. Staff Responsible for Monitoring: Assistant Superintendent for C & I Principal Curriculum Coordinator Counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA-2) for students. Strategy's Expected Result/Impact: Increase in the number of students eligible for dual enrollment. Staff Responsible for Monitoring: Principal Curriculum Coordinators Counselors Equity Plan	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: Nederland ISD will increase opportunities for students to achieve college and career readiness by ensuring K-9th grade students show a minimum of one year's growth in reading and math.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Pathway and Progress Learning for reading and math for 2nd-8th grade students for learning recovery and interventions. Strategy's Expected Result/Impact: Increased growth on universal screening reports. Improved six week grades. Reduced failure rates Staff Responsible for Monitoring: Principal, Counselors, Teachers, Curriculum Coordinators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Response to Intervention (RtI) with fidelity including an emphasis on Progress Monitoring. Strategy's Expected Result/Impact: Student Growth: Increased student performance on universal screenings; Walk Through Data; Staff Responsible for Monitoring: Principals, Teachers, State and Federal Programs Coordinator Title I: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Use effective research-based instructional strategies for Math and Science staff to provide coaching and training to teachers Strategy's Expected Result/Impact: Student growth on checkpoints, benchmarks, and state assessment Staff Responsible for Monitoring: Assistant Superintendent for C&I, Curriculum Coordinators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 Strategy's Expected Result/Impact: Increased Student Growth Staff Responsible for Monitoring: Teachers, Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 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. (SP) (DG) Strategy's Expected Result/Impact: Student Achievement Results, Agendas, Sign-in sheets Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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). (SP) (DG) Strategy's Expected Result/Impact: Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. (DG) Strategy's Expected Result/Impact: Review pre and post assessment data, Increase Student Growth Staff Responsible for Monitoring: Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: 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. (DG) Strategy's Expected Result/Impact: Increase student growth Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: 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. Strategy's Expected Result/Impact: Increase in student growth, Increase in Graduation Rate Staff Responsible for Monitoring: State and Federal Program Coordinator, Teachers, Principals	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. Strategy's Expected Result/Impact: Increase achievement growth for students with special needs; increase graduation rates for past year Staff Responsible for Monitoring: Director for Special Programs Results Driven Accountability	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide Title 1 and Focus School guidance and oversight. Strategy's Expected Result/Impact: Develop and implement a plan to address the areas of concern, Increase student growth. Staff Responsible for Monitoring: Assistant Superintendent for C&I, State and Federal Programs Coordinator Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA). Strategy's Expected Result/Impact: Develop and implement a plan to increase student growth Staff Responsible for Monitoring: Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 5: 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.

High Priority

Evaluation Data Sources: tutoring logs
progress monitoring
completed accelerated instruction plan
2023 STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters. Strategy's Expected Result/Impact: Improved performance of STAAR Assessments Improved student achievement Enhance growth opportunities for students Staff Responsible for Monitoring: Teachers Principal Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor student progress in the Accelerated Instruction setting. Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning Committee (ALC) goals. Staff Responsible for Monitoring: Teachers Principals Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5. Strategy's Expected Result/Impact: Improved STAAR performance. Improved student growth and achievement. Staff Responsible for Monitoring: Principals Curriculum Coordinators Assist Supt for C and I Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability - Equity Plan	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 4: 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: Nederland ISD will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.





High Priority

Evaluation Data Sources: Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.
Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementing District and Campus Professional Learning Communities (PLC). Strategy's Expected Result/Impact: PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. Staff Responsible for Monitoring: District and Campus Leadership Title I: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue monthly employee recognition programs and a semi-annual newsletter about the positive happenings in the district to promote a positive culture. Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally. Staff Responsible for Monitoring: Coordinator for Volunteers and Communication; Assistant Superintendent for Personnel and Auxiliary; Superintendent; Campus Administrators Title I: 4.2	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine needs Strategy's Expected Result/Impact: Staff efficiency to meet the needs of our students. District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently. Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Principals, Directors Title I: 4.1, 4.2	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Develop a Mentorship Program for Teachers. Refine and continue implementation of New Teacher Induction (NTI) program. (DG) Strategy's Expected Result/Impact: Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff Staff Responsible for Monitoring: Assistant Superintendent for Personnel; Assistant Superintendent for Curriculum and Instruction; Instructional Coordinators Title I: 4.1, 4.2	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Professional District Communications Committee (PDCC) will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees. Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets Staff Responsible for Monitoring: Superintendent	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. (SP) (DG) Conduct monthly faculty meetings to showcase featured staff or recognize staff through social media. (Criteria will vary by campus) Strategy's Expected Result/Impact: Improve staff morale and efficiency through recognition of efforts. Campus Staff Recognition Plan; Meeting Agendas Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: 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) Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. Campus Professional Development agendas; Sign-in sheets; facilitator lists; T-TESS results Staff Responsible for Monitoring: Campus Administrators Title I: 2.5	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: 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: District Leadership Team PLC Assistant Principal PLC Instructional Leaders PLC Leadership Excellence Administrator Development (LEAD) Strategy's Expected Result/Impact: Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Campus administrators Title I: 4.2	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Staffing will be compared to state to state recommended levels and similar districts to determine optimum performance by TASB in the Spring. Staffing levels will be reviewed locally and reported at the November Board Meeting. Strategy's Expected Result/Impact: Appropriate staffing model to support our current student population and numbers., November report, Spring a TASB staffing report , TAPR Report Staff Responsible for Monitoring: Superintendent; Assistant Superintendent for Personnel; Administrators Title I: 2.4, 2.5, 2.6 - Equity Plan	Formative		
	Nov	Feb	June





Strategy 10 Details	Formative Reviews		
Strategy 10: A competitive compensation plan will be developed annually to recruit and retain quality personnel. (DG) Strategy's Expected Result/Impact: Retention and recruitment of highly qualified teachers, Analyze Retention Data and Employee Exit Data Staff Responsible for Monitoring: Assistant Superintendent for Personnel	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese) Strategy's Expected Result/Impact: Recruitment of highly qualified teachers for the district, Travel Documents, List of potential applicants and their information Staff Responsible for Monitoring: Assistant Superintendent for Personnel	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: Conduct annual employee engagement survey. (DG) Strategy's Expected Result/Impact: Use of results to improve factors related to the retention and recruitment of teachers. Results presented to the Board in November and April. Staff Responsible for Monitoring: Superintendent, Assistant Superintendents Title I: 4.2	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: 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		
Strategy 1: Continue using district-wide data derived from staff surveys, administration surveys, and student achievement to determine professional learning needs for future professional development. (SP) Strategy's Expected Result/Impact: Development of professional learning targeted to help teachers develop high quality interactive lessons to improve student learning. Staff Responsible for Monitoring: Assistant Superintendent C&I, Coordinators	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop 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>Professional Learning will be designed to provide opportunities such as:</p> <ul style="list-style-type: none"> -multiple venues to learn the written, taught, and assessed curriculum aligned with State standards; -strategies for disaggregating and analyzing student data to inform instruction; -induction training for new teachers and administrators; -mentoring and instructional coaching for new and existing staff; -implementation of job-embedded learning; -opportunities to share ideas, best-practices, and successes; -capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. (DG) <p>Strategy's Expected Result/Impact: The provision of professional learning structures communicated and delivered in a way that:</p> <ul style="list-style-type: none"> -reflects district vision and Board Policy; -aligns individual, campus, and district goals to promote student success; -is supported fiscally and philosophically by central administration; -promotes multiple forms of ongoing, differentiated professional learning; -integrates and implements research-based practices; and -recognizes needs of adult learners for choices and differentiation <p>Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for C&I Assistant Superintendent for Personnel Professional Learning Advisory Committee (PLAC)</p> <p>Title I: 4.2</p>	Formative		
	Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 4: 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.

Strategy 1 Details	Formative Reviews		
Strategy 1: All exterior doors on all campuses will be locked during the instructional day. Strategy's Expected Result/Impact: Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. Staff Responsible for Monitoring: Campus SRO and Security Officers Assistant Principals Principals Assistant Superintendent for HR	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: As a best practice, Campus SRO and Security Officers will perform random checks of interior doors. Strategy's Expected Result/Impact: Campus SRO and Security Officers will conduct random checks of interior doors. Staff Responsible for Monitoring: Teachers Campus SRO and Security Officers Assistant Principals Principals Assistant Superintendent for HR	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Improve effectiveness of safety drills Improve preparedness for emergency events Staff Responsible for Monitoring: Assistant Principals Principals Assistant Superintendent for HR	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule and perform safety audits to identify areas for improvement. Strategy's Expected Result/Impact: Improve effectiveness of campus safety Improve preparedness for emergency events Staff Responsible for Monitoring: Assistant Principals Principals Assistant Superintendent for HR	Formative		
	Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 4: 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.

High Priority

Evaluation Data Sources: Discipline referrals
Attendance
Grades
Climate and Culture

Strategy 1 Details	Formative Reviews		
Strategy 1: Train new teachers in the implementation of the Capturing Kids Hearts (CKH) model. Strategy's Expected Result/Impact: Impact positive school culture Decrease discipline referrals Improve attendance Address social and emotional needs of students Staff Responsible for Monitoring: Principals	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms. Strategy's Expected Result/Impact: Development of social contracts decrease in discipline referrals increase attendance address social and emotional needs of students Staff Responsible for Monitoring: Principals Assistant Principals Curriculum Coordinators Assistant Superintendent for C and I	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for teachers implementing CKH by scheduling professional learning, "Winning Culture" in November 2023. Strategy's Expected Result/Impact: Increase fidelity of CKH implementation decrease discipline referrals increase attendance address social and emotional needs of students Staff Responsible for Monitoring: Principals Assistant Principals Curriculum Coordinators Assistant Superintendent for C and I	Formative		
	Nov	Feb	June
<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>			

Goal 4: 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 5: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
 - a. early mental health intervention and suicide prevention (District only)
 - b. conflict resolution programs [TEC 11.252(3)(B)]
 - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - e. pregnancy related services [TEA Addendum]
 - f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
 - a. prevention of and education concerning unwanted physical or verbal aggression,
 - b. sexual harassment
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD.
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)

13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)

14. Migrant Services (All Campuses)

Evaluation Data Sources: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
 - a. early mental health intervention and suicide prevention (District only)
 - b. conflict resolution programs [TEC 11.252(3)(B)]
 - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - e. pregnancy related services [TEA Addendum]
 - f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
 - a. prevention of and education concerning unwanted physical or verbal aggression,
 - b. sexual harassment
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD.
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)]
DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Addendums

2023-2024 NISD School Calendar

AUGUST 2023							GRADING PERIODS		JANUARY 2024						
S	M	T	W	T	F	S	1st Marking Period	4th Marking Period	S	M	T	W	T	F	S
		1	2	3	4	5	August 17, 2023	January 8, 2024	7	8	9	10	11	12	13
6	7	8	9	10	11	12	September 22, 2023	February 16, 2024	14	15	16	17	18	19	20
13	14	15	16	17	18	19	26	29	21	22	23	24	25	26	27
20	21	22	23	24	25	26	2nd Marking Period	5th Marking Period	28	29	30	31			
27	28	29	30	31			September 25, 2023	February 20, 2024							
							November 3, 2023	April 12, 2024							
SEPTEMBER 2023							29	31	FEBRUARY 2024						
S	M	T	W	T	F	S	3rd Marking Period	6th Marking Period	S	M	T	W	T	F	S
					1	2	November 6, 2023	April 15, 2024	4	5	6	7	8	9	10
3	4	5	6	7	8	9	December 20, 2023	May 30, 2024	11	12	13	14	15	16	17
10	11	12	13	14	15	16	27	33	18	19	20	21	22	23	24
17	18	19	20	21	22	23			25	26	27	28	29		
24	25				29	30									
OCTOBER 2023							GRADUATION DATE		MARCH 2024						
S	M	T	W	T	F	S	May 30, 2024		S	M	T	W	T	F	S
1	2	3	4	5	6	7	SCHOOL HOURS		3	4	5	6	7	8	9
8	9	10	11	12	13	14	Elementary School		10	11	12	13	14	15	16
15	16	17	18	19	20	21	7:45 am - 3:35 pm		17	18	19	20	21	22	23
22	23	24	25	26	27	28	Tardy Bell Rings at 7:50 am		24	25	26	27	28	29	30
29	30	31					Middle Schools		31						
							7:55 am - 3:35 pm								
NOVEMBER 2023							Tardy Bell Rings at 8:00 am		APRIL 2024						
S	M	T	W	T	F	S	High School		S	M	T	W	T	F	S
			1	2	3	4	8:07 am - 3:25 pm			1	2	3	4	5	6
5	6	7	8	9	10	11	Tardy Bell Rings at 8:15 am		7	8	9	10	11	12	13
12	13	14	15	16	17	18			14	15	16	17	18	19	20
19	20	21	22	23	24	25			21	22	23	24	25	26	27
26	27	28	29	30					28	29	30				
DECEMBER 2023									MAY 2024						
S	M	T	W	T	F	S			S	M	T	W	T	F	S
			1	2	3	4						1	2	3	4
5	6	7	8	9	10	11			5	6	7	8	9	10	11
12	13	14	15	16	17	18			12	13	14	15	16	17	18
19	20	21	22	23	24	25			19	20	21	22	23	24	25
26	27	28	29	30					26	27	28	29	30	31	
31															
REPORT CARDS									JUNE 2024						
Marking Period	Delivery Date								S	M	T	W	T	F	S
1	September 30, 2023														1
2	November 10, 2023								2	3	4	5	6	7	8
3	January 12, 2024								9	10	11	12	13	14	15
4	February 23, 2024								16	17	18	19	20	21	22
5	April 19, 2024								23	24	25	26	27	28	29
Final-Elementary	May 30, 2024								30						
Final-Secondary	June 14, 2024														

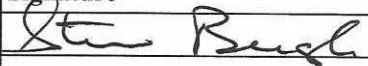

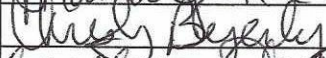
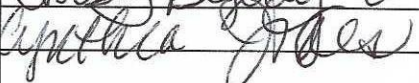
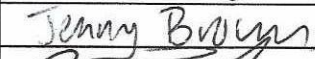

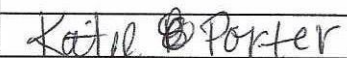
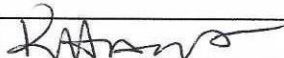
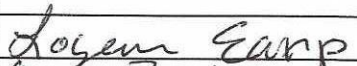
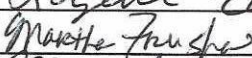
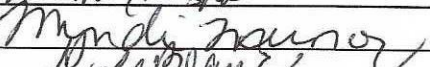
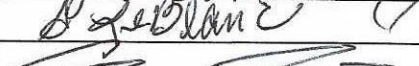

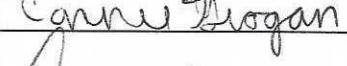

	Staff Development
	Teacher Preparation
	Holiday/Student Holiday
	Grading Period
	Early Dismissal
	Elementary Parent Conferences 1:30 pm
	STAAR

District Education Improvement Committee

Meeting Date: November 9, 2023

4:30 P.M.

NISD Board Room

Committee Role	Name	Position	Signature
Administrator	Dr. Steven Beagle	Assistant Superintendent	
Administrator	Dr. Stuart Kieschnick	Superintendent	
Classroom Teacher	Brandy Roccaforte	Teacher	
Classroom Teacher	Christy Byerly	Teacher	
Classroom Teacher	Cynthia Jones	Teacher	
Administrator	Jared Walker	Alternative Education Director	
Classroom Teacher	Jenny Brown	Teacher	
Classroom Teacher	Jessica Lemoine	Teacher	
Classroom Teacher	Jordan McFarland	Teacher	
Classroom Teacher	Kasey Sclerandi	Teacher	
Classroom Teacher	Katie Porter	Teacher	
Classroom Teacher	Keeli Galvan	Teacher	
Non-classroom Professional	Kerri Hays	Counselor	
Administrator	Dr. Kevin Morrison	Principal	
Classroom Teacher	Logan Earp	Teacher	
Classroom Teacher	Martha Frusha	Teacher	
Classroom Teacher	Myndi Munoz	Teacher	
Classroom Teacher	Sam LeBlanc	Teacher	
Community Representative	Chase Romero	Nederland PD	
Non-classroom Professional	Connie Grogan	Librarian	
District-level Professional	Darrell Evans	Curriculum Coordinator	
Business Representative	Diana LaBorde	Chamber President	

Committee Role	Name	Position	Signature
Non-classroom Professional	Holly Dainwood	Assistant Principal	Holly Dainwood
Business Representative	Jessica Pitts	Credit Union	Jessica Pitts
Business Representative	Jimmy Harrison	Agent	Jimmy Harrison
Parent	Kevin Hussey	DPS	Kevin Hussey
Non-classroom Professional	Lainey Hanna	Assistant Principal	Lainey Hanna
Classroom Teacher	Levi Morris	Teacher	Levi Morris
Non-classroom Professional	Ronda Devenzio	Counselor	Ronda Devenzio
Classroom Teacher	Steven Nelson	Teacher	Steven Nelson
Parent	Amanda Yarbrough	Director	Amanda Yarbrough
Classroom Teacher	Ashley Whitehead	Teacher	Ashley Whitehead

Traci Bieber
 Stephanie Sandweel
 Julie C. Davis
 Mandy Clayton
 Tina Oliver

Traci Bieber
 Stephanie Sandweel
 Julie C. Davis
 Mandy Clayton
 Tina Oliver

2023-2024 Identification and Recruitment (ID&R) Plan Region 5 Migrant Education Program & SSA Member Districts

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters</u> <u>Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers</u> COEs for the new school year cannot be completed until training has occurred or as determined by the Texas Education Agency (TEA).	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	★ Currently available ID&R Online Course ★ TX-NGS as determined by TEA.
B. <u>Other- Attend follow-up trainings for ID&R and TX-NGS</u> Follow-up training and technical assistance will be provided by the ESC for ID&R and TX-NGS.	Staff: All recruiters and Designated SEA Reviewers for the MEP.	★ As requested by LEA & required by TEA; ★ As offered by the ESC (targeted training opportunities).
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff to review and update plan as needed.</u> Meet with MEP staff to brainstorm and plan recruitment strategies to include in ID&R Plan. ★ Best Practice: Keep documentation of the planning session for future reference/planning.	Staff: All recruiters and Designated SEA Reviewers for the MEP	★ By August 29 (Or as instructed by TEA).
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, Recruiters/Reviewers for the MEP	★ By August 29
C. <u>Make recruiter assignments.</u> Assign recruitment areas, ensuring year-round, ongoing recruitment. Focus areas include school/campus, local community, growers/ranchers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families. ★ Best Practice: Identify recruitment areas and prioritize timeline to ensure recruitment is occurring during peak times.	Staff: All recruiters/Reviewers for the MEP	★ By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using: <ul style="list-style-type: none"> • door-to- door recruitment efforts; • community recruitment / community events; • following up on family surveys provided during registration; • target both enrollees and non-enrollees (ages 0-21). (Complete COEs as needed) Currently Eligible Migratory Children: <ul style="list-style-type: none"> • Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. (Complete new COEs as needed) Note: Share copies of COEs with appropriate entities as listed on COE. ★ Best Practice: Keep digital logs of recruitment efforts ensuring logs contain notes regarding the locations visited. Migrant Program staff can then create a Google Map to track recruitment which will contain information regarding visits, contact information and result of last visit.	Staff: MEP recruiters	★ Currently eligible children; By August 29 with continued recruitment efforts throughout the year. ** ★ Potentially eligible children - Make initial outreach efforts by September 30. **
E. <u>Complete COE/ECOE.</u> Recruiter completes ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Recruiter will enter and submit ECOE and ECOE SDF on TX-NGS for Designated SEA Reviewer to review and approve. ★ Best Practice: Recruiters and Reviewers should keep a log of ECOEs entered and approved. This information should be kept current and readily available for auditing purposes.	Staff: MEP recruiters	★ Within 5 working days of parent signature
F. <u>Review of ECOEs.</u> Designated SEA Reviewer reviews ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Return ECOE and ECOE Supplemental Documentation Form to recruiter if additional information is needed. After reviewing for accuracy, the reviewer will approve ECOE on TX-NGS and submit. ★ Best Practice: SEA Reviewers are certifying that all of the information on the ECOE is correct and that all required and procedural comments have been made. SEA Reviewers should keep a log of incoming ECOE/ECOE SDF submitted.	Staff: Designated SEA Reviewers TX-NGS staff	★ Within 7 working days of parent signature.

<p>G. Conduct Residency Verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p> <ul style="list-style-type: none"> For existing COEs with Section H completed: TX-NGS Data Specialists should record residency verification date and method used on TX-NGS. For new COEs completed during the current reporting period: TX-NGS Data Specialists should record the signature date on Section F of the COE in the residency verification date field on TX-NGS. For Two-Year-Olds turning Three: The TX-NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year-olds turning three during the current reporting period, the recruiters must verify residency. <p>Note: For all non-enrollees, a new history line must be entered for each reporting period (September 1– August 31), along with a residency verification date for federal reporting purposes. (pg. 22 of TX-NGS Manual)</p> <p>TX-NGS Recommended Reports Campus COE Family Currently Enrolled Student List District Enrollment Comments Grade/Age Distribution Summary Unique Student Count</p>	<p>Staff: MEP Recruiters</p>	<ul style="list-style-type: none"> ★ Between Sept. 1 and Nov. 1; ★ For 2 yrs. old turning 3 – on or after 3rd birthday.
<p>**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity. COE protocol will be followed when enrolling students as directed by TEA until further notice.</p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make Contact with Potential Growers/Ranchers/Employers Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p> <ul style="list-style-type: none"> Send Grower/Employer Survey (sample found on page 211, section 5.43, of the ID&R Manual). Call and request permission to visit the employers regarding the program; Conduct on-site visits. Bring program information, sample items for migratory families, etc. Document all ID&R visits with growers/ranchers/employers. 	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<ul style="list-style-type: none"> ★ Contact all growers within the district boundaries by November 1. **
<p>B. Develop Calendar and Maps Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.</p> <ul style="list-style-type: none"> Recruitment logs (digital entries) can be used to create spreadsheets to populate a google map. 	<p>Staff: MEP administrators and recruiters</p>	<ul style="list-style-type: none"> ★ By December 1 and update on ongoing basis throughout the year
<p>C. Other: Utilize New Resources Available for MEP Staff</p> <ul style="list-style-type: none"> Utilize the ID&R Data Dashboard provided by Arroyo Research Services (access permissions required) Utilize the IDRC Consortium Agriculture & Resource Portals 	<p>Staff: MEP administrators And recruiters</p>	<ul style="list-style-type: none"> ★ Update on ongoing basis throughout the year
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. Network with agencies that serve migratory families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families by:</p> <ul style="list-style-type: none"> Meeting with staff Attending school fairs Community events Sharing information with entities listed on the back of the COE. 	<p>Staff: MEP administrators and recruiters</p>	<ul style="list-style-type: none"> ★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
<p>B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration and sharing of program information with other educational programs that provide services to all students.</p> <ul style="list-style-type: none"> Title I, Part A Title III, Part A McKinney-Vento Homeless Program Special Education Services, etc. 	<p>Staff: MEP administrators And program specialists</p>	<ul style="list-style-type: none"> ★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
<p>V. QUALITY CONTROL</p>		
<p>A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.</p> <ul style="list-style-type: none"> LEAs and ESCs should maintain an updated Migrant Education Program Procedure Manual. This manual should be accessible to all MEP Staff. Utilize the ID&R Manual for information regarding compliance and program requirements. Utilize the ESSA Consolidated Grant Program Requirements to ensure quality control procedures are in line with program requirements. <p>★ Best Practice: Documentation should be kept when conducting quality control. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.</p>	<p>Staff: MEP Administrators and recruiters.</p>	<ul style="list-style-type: none"> ★ By August 29 ★ Update on an on-going basis

<p>B. Eligibility Review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p> <p>★ Best Practice: Documentation is kept at the ESC for any COEs submitted and approved or declined. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.</p>	<p>Staff: MEP administrator</p>	<p>★ Ongoing throughout the year</p>
<p>C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year. Note: The ESC will offer target training opportunities for MEP staff.</p>	<p>Staff: All MEP staff</p>	<p>★ As needed throughout the year</p>
<p>D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE #4) and retain records for seven (7) years from the date eligibility ends. (Eligibility: 3-year retention / 7 years after end of eligibility for 10 years total)</p> <p>★ Best Practice: Documentation should be shredded when no longer required.</p>	<p>Staff: All MEP staff</p>	<p>★ Ongoing throughout the year</p>
<p>E. Coordinate with ESC for annual eligibility validation.</p> <ul style="list-style-type: none"> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA. The ESC will contact LEA with instructions if selected for validation. 	<p>Staff: ESC, MEP staff</p>	<p>★ January – June</p>
<p>VI. EVALUATION</p>		
<p>A. Evaluate ID&R efforts for subsequent planning.</p> <ul style="list-style-type: none"> Gather input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plans for continuous improvement. Analyze data from stakeholder input, parent surveys and feedback, community partner surveys, student feedback, Recruiter feedback, recruiter logs, Recruitment Mapping, etc. Incorporate identified priority items in ID&R plans for continuous improvement. <p>★ Best Practice: LEAs should maintain documentation locally when evaluating ID&R efforts. Documentation should be kept showing school and community recruitment on a year-round basis.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>★ Quarterly; ★ Final review by June 30th.</p>
<p>**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity. COE protocol will be followed when enrolling students as directed by TEA until further notice.</p>		



Priority for Service (PFS) Action Plan for Migratory students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">● Who have made a qualifying move within the previous 1-year period; <u>AND</u>● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">● Who have made a qualifying move within the previous 1-year period; <u>AND</u>● Have been designated EB/EL (Emergent Bilingual/English Learners) in the Student Designation section of the TX-NGS Supplemental Program Component; or● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Nederland ISD
Region: 05

Priority for Service (PFS) Action Plan

School Year: 2023-2024

Completed By: Brenda L. Thompson
Date: July 10, 2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

Goal(s): To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.[§1304.20 U.S.C. 6394](d).	Objective(s): To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.
--	--

Required Strategies		Timeline	Responsibility	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 		Monthly	<ul style="list-style-type: none"> -ESC NGS Specialist -Quality Control: ESC Program Specialist 	<ul style="list-style-type: none"> -NGS PFS Report -NGS PFS Tracking Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 		August 2023	-ESC MEP Staff	-LEA PFS Action Plan
Additional Activities				
<ul style="list-style-type: none"> Monthly, staff will monitor PFS reports and PFS student monthly progress forms. MEP staff (program specialist, MEP recruiter & LEA, if applicable) will review any areas of need. MEP staff will communicate with LEA and migratory students on progress made and/or other identified needs of PFS students. MEP staff will document all coordination efforts with LEA and migratory students for auditing purposes. 		Monthly	<ul style="list-style-type: none"> -ESC MEP Staff -LEA Staff 	<ul style="list-style-type: none"> -NGS Priority for Service Report -ESC PFS Contact Log - Individual PFS Progress Review -Coordination of Services Log
Required Strategies		Timeline	Responsibility	Documentation
Communicate the progress and determine needs of PFS migratory students.				
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 		Sept. 2023-Aug. 2024	-ESC MEP Staff	<ul style="list-style-type: none"> -LEA Correspondence -Email PFS Criteria Document -NGS PFS Report
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 		Sept. 2023-Aug. 2024	-ESC MEP Staff	<ul style="list-style-type: none"> -ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review

<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Sept. 2023-Aug. 2024	-ESC MEP Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> Additionally, during the academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents: <ol style="list-style-type: none"> One-on-one with student and parent at time of student appearing on PFS Report. At 1 of 3 Regional PAC Meetings; Upon parent or student request; PFS Criteria will be available on the ESC Migrant Web page and parents notified of link to site throughout the academic year. 	a. MEP Home Visit b. Fall Regional PAC Meeting (Virtual or Face-to-Face) c. Virtual or face-to-face d. Region 5 MEP webpage	-ESC MEP Staff	-Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet
Required Strategies			
Provide services to PFS migratory students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Sept. 2023-Aug. 2024	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Sept. 2023-Aug. 2024	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. 2023-Aug. 2024	-ESC MEP Staff -LEA Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> Identified OSY (Out of School Youth) will receive priority access to services, social workers and community social services/agencies as needed to ensure identified needs are met. Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services and mental health services offered and/or accepted by the student and family. 	Year-Round	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review -Coordination of Services Log -Home Visit OSY Form

Prepared by (ESC Signature) 

7/18/2023

Date

LEA Signature 

9/7/2023

Date

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.		
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.		
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)			

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)			
5. Dropout Prevention	TEC 11.252			
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.		
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)			
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 				
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: 	TEC 11.252(4) TEC 11.252(3)(G)			

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA			
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.		

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/ guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	The school will follow Board Policy FFB and FNF.		
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Board Policies: FFB, FOC, FOCA, DMA and FFE		
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Board Policy DMA(Legal)		

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 				
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001			