

Nederland Independent School District

Helena Park Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: November 13, 2023

Public Presentation Date: November 9, 2023

Mission Statement

The mission of Helena Park is to have the school community working together as a team to create a safe but academically challenging learning environment that will provide each child the opportunity to become the best that he or she can be in life.

Vision

Helena Park Elementary will meet the needs of all students while setting high expectations by providing a safe and equitable school environment. Helena Park will build character and discipline through meeting the diverse needs of all students while offering opportunities in the classroom as well as through extracurricular activities. We have a positive, cooperative, caring and highly qualified professional staff that is led by a common mission and vision in an ever changing global society.

Motto

Be The Best That You Can Be!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

769 as of November 7, 2023

Grades PK-5

53% Male

47% Female

19% Special Education

12% ESL

40% Economically Disadvantaged

459 receiving regular lunch, 279 qualify for free lunch, 26 qualify for reduced lunch (currently 5 students not coded to classify as regular/free/reduced)

Ethnicity

Race		EE	PK	KG	01	02	03	04	05	Total (Grade)
American Indian	F	-	-	-	-	-	-	1	-	1
	M	-	-	-	-	-	1	-	-	1
Asian	F	1	2	6	7	10	3	5	7	41
	M	5	-	11	5	4	6	3	2	36
Black	F	-	1	2	1	3	3	5	3	18
	M	2	1	3	1	3	3	3	3	19
Hispanic/Latino	F	1	3	19	16	18	21	11	16	105
	M	4	5	15	9	20	11	18	15	97
White	F	0	1	22	33	27	27	34	34	178
	M	7	3	27	39	35	38	42	51	242
2 or more races	F	0	1	3	5	1	2	4	3	19

Race		EE	PK	KG	01	02	03	04	05	Total (Grade)
	M	2	0	2	1	3	2	1	1	12
Total (Ethnic Name)		22	17	110	117	124	117	127	135	769

Hispanic-Latino By Grade (N-Not Hispanic, Y-Hispanic)

Hispanic-Latino	EE	PK	KG	01	02	03	04	05	Total (Grade)
N	17	9	76	92	86	85	98	104	567
Y	5	8	34	25	38	32	29	31	202
Total (Hispanic-Latino Ethnicity)	22	17	110	117	124	117	127	135	769

American Indian .003%

Asian 10.0%

Black 4.8%

Hispanic 26.3%

Two or >Races 4.0%

White 54.6%

Data gathered from the Texas Education Agency's Race/Ethnicity Questionnaire

Student Achievement

Student Achievement Summary

2022-2023 STAAR Data will be updated when received

Test	% Did not Meet	% Approaches	% Meets	% Masters
3rd Grade Reading				
3rd Grade Math				
4th Grade Reading				
4th Grade Math				

Student Achievement Strengths

Student Achievement Summary will be added when Spring 2023 scores are received.

School Culture and Climate

School Culture and Climate Summary

Helena Park Elementary has the motto of *Be the Best That You Can Be!* The students model this through their actions and it is reinforced by hearing it daily on the morning announcements and teachers using it campus-wide. The students and teachers strive to create a learning environment that is safe and fun. New students are welcomed by their teachers and partnered with a buddy to learn the school and our expectations. We foster a feeling of safety for students and parents through communication, safety drills, effective drop-off and pick-up procedures as well as the visibility and actions of our faculty and staff.

School Culture and Climate Strengths

The Helena Park staff are motivated to see student success and work collaboratively with their teams. They communicate and encourage feedback from the campus level leadership. Staff in leadership positions are visible to students and staff and make every effort to build relationships with all students. Helena is proud of the consistent discipline observed from students and teachers take proactive measures to maintain behavior expectations. Helena uses various types of discipline consequences with a focus on being proactive rather than reactive and push for frequent positive recognitions to support and reinforce expected behaviors. The amount of parental involvement, volunteers, and support from the PTA assist with the positive experiences provided for our students and teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- 100% Highly Qualified Teachers
- 100% Highly Qualified Paraprofessionals
- GT Teachers maintain appropriate training and annual updates (25 staff members are GT certified)
- Special Education teachers are appropriately certified (6 Special Education Teachers)
- ESL teacher is appropriately certified (22 additional staff members have their ESL certification)
- 29 Teachers and 2 Campus Administrators completed the Reading Academy and 2 additional Teachers will complete the Reading Academy this year

Staff Quality, Recruitment, and Retention Strengths

- Teachers are trained and receive annual refresher on TTESS
- Administration uses Instructional Walks to ensure student engagement as well as alignment and rigor of instruction
- Teachers are offered Professional Development to assist in meeting their goals
- NISD pay scale exceeds the state minimum
- NISD continues to have a large number of job applicants for vacancies
- Helena teachers work with Lamar University, LSC-PA, and alternative certification program students into our classrooms to learn best practices
- Teachers are encouraged to pursue a Masters Degree
- All new teachers are assigned a mentor teacher and participate in the New Teacher Induction program
- Teachers are encouraged to earn their GT and ESL certifications
- Paraprofessionals are encouraged to complete their degrees as well as extra help staff to earn their paraprofessional certificate

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- District uses TEKS Resource System and meet annually to plan the district Scope and Sequence, Year-at-a-Glance documents, and update district benchmark assessments
- HMH is utilized for ELAR instruction
- Really Great Reading is used for supplementing core Phonics instruction at grades K-2 and for intervention in grades 3-4
- mCLASS is being used at the K-2 levels for literacy assessments
- Frog Street Press is used at the PK/EE level
- Supplemental materials and resources are utilized for support
- Accelerated Reader is used for grades 1-5
- The master schedule allows common planning time for teachers and fits the needs of students (RISE UP)
- Emphasis on Technology with 1-1 devices, Google Classroom, TeacherMade
- Utilize District Checkpoint Assessments and HMH module assessments

Curriculum, Instruction, and Assessment Strengths

- Interventionist is targeting grades 1-4 for small group remediation
- Interventionist provides grades 1-4 with small group intervention
- Gifted and Talented students are pulled during RISE UP time to complete enrichment activities and PBL projects
- Special Education students are serviced daily
- Inclusion is used to support Special Education students in the general education classroom daily
- ESL students are served daily with push-in, small group, and a computer-based program, Summit K12
- Dyslexia students are served by a certified and trained teacher 4 x 30 minutes weekly and the use of the Reading by Design program and supported with the Lexia program
- Third, fourth, and fifth grade students change classes and work in a departmentalized team setting
- Lead4ward is utilized K-5 to enhance planning, instruction, intervention, and evaluation of assessment data
- Eduphoria offers information and data for a range of areas

Parent and Community Engagement

Parent and Community Engagement Summary

Helena PTA continues to be an involved part of our campus for the 2023-2024 school year. We have strong participation and involvement campus wide. Our PTA arranges guest speakers and programs to support our teachers and students both emotionally and academically. They host events annually that involve not only our campus but our community as well. Our PTA continues to be an extension of the school and provides support to our campus in many ways to enrich the learning and school experience for our students and teachers.

Volunteers

- All volunteers obtain a background check prior to working on campus

Parents and Community Involvement are greatly supported at Helena Park

- Book Fair Volunteers
- Christmas Shop (Elf Shelf) Volunteers
- Homeroom Helpers
- Guest speakers
- Local Law Enforcement and Fire Department presence, demonstrations, and interactions with students
- Julie Rogers Gift of Life- Pink Out Day
- United Way Coin Drive
- Backpack food program
- Lion's Club (glasses)
- Rotary Club (books)
- Spirit Sales
- Photo Opportunities
- All school events- Meet the Teacher, Open House, Grandparents' Day, Kindergarten Roundup, Fun Day

Parent and Community Engagement Strengths

Helena Park is active in the community and have many volunteers that give of their time and talents to our school community. Anytime someone reaches out for a way to help with the school in person or financially, we make every effort to involve them in our school community. Our teachers and students are active participants in seeking out opportunities of how we can help our local community.

School Context and Organization

School Context and Organization Summary

Ratio

- Average 22 to 1
- 3 of our 5 first grade classes exceed the 22:1 ratio and all 5 second grade classes have 23-24 students; most grades have limited space available for additional enrollees or we are full.

Structure

- PK through second grades are traditional self-contained classrooms
- Third- fifth grade teachers are in teams of 2 with ELAR/Social Studies and Math/Science split between the team of teachers
- ESL uses a combination of push in, small group pull out, and tutorials with a computer based program
- GT students receive services through pullout groups with a GT certified teacher
- Special education students have access to our Learning Lab as well as teacher assistance through inclusion
- 2 Resource classrooms service 2nd-5th grade students (ELAR and Math)
- Dyslexia students are served in a pull out setting 4 times 30 minutes each session weekly
- Inclusion is conducted as a push in with student support in the general education classroom provided by a special education teacher
- Students attend Physical Education daily
- Students attend music two times weekly
- Students attend computer skills two to three times weekly
- Students attend library one to two times weekly at their scheduled time and can attend open checkout daily
- Life Skills class serves their students daily with most students attending general education classes with support as well as PE and other rotations including Music, Computer, or Library as developmentally appropriate
- Intervention is provided by 1 certified teacher in small group pullout sessions for Reading and Math

Communication

- The leadership communicates through emails, GroupMe messages, and face-to-face meetings
- Social Media including Facebook and Blackboard call outs/emails are used for communication
- CCC committee serves as a tool for faculty communication questions
- Digital marquee is used for communicating multiple current messages

School Context and Organization Strengths

The process of making decisions for the success of our students is a cooperative effort among the faculty and leadership team.

Technology

Technology Summary

Campus Technology Summary

- All teachers have Boxlight systems in the classroom
- Each classroom has 1:1 sets of iPads or Winbooks for each student (K-2 iPads/ 3-5 Winbooks)
- Skills lab with 24 computers
- Internet lab with 24 docking stations for laptops
- Variety of computer or web-based programs used for instruction
- Eduphoria training and support with components for Aware, Strive
- Access to computers in library for Renaissance Accelerated Reader

Parent and Guardians

- Access to grades and attendance online w/ eSchool Home Access Center
- District website, Campus website, Teacher web pages
- Home access to reading and math programs and textbooks
- Facebook
- Blackboard messaging through emails, texts, and calls
- Digital marquee
- Individual class messaging including SeeSaw, DoJo, or ClassTag

Technology Strengths

- Computers updated/replaced annually as needed
- New teachers trained in district technology
- Use of Boxlight lessons that are interactive
- New computers in locations as recommended by NISD technology department
- Out of date computers removed from classrooms
- 1:1 devices for every student
- New teacher devices provided when they received the classroom sets of iPads/Winbooks

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 13, 2023

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, Helena Park Elementary will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the Campus 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: Campus Administrators, Teachers TEA Priorities: Build a foundation of reading and math	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, allowing the campus to increase student performance with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC) Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Campus Administrators, Reading Interventionist, 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, and My Virtual Reading Coach, and Waterford. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Campus Administrators Reading Interventionist Teachers	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: Campus Administrators ESL Teacher Teachers	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure master schedule reflects built-in intervention time during the school day. (RISE UP= reteaching, intervention, support, and enrichment) Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Campus Administrators Reading Interventionist Teachers	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor and evaluate campus Dyslexia Program, ensure assessment timelines, student identification process is followed, and teachers are utilizing best dyslexia instructional practices. Strategy's Expected Result/Impact: Earlier identification of students with dyslexia Increase of student growth in reading Staff Responsible for Monitoring: Campus Administrators Dyslexia Teacher Teachers	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: Campus Administrators Teachers	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to train any PreK - 5th grade teachers, Elementary Special Education teachers, ESL teacher, Reading and Math Interventionist, Elementary Dyslexia teacher, and 4th 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: Campus Administrators Identified Teachers needing training	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: Campus Administrators	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: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: Ensure Interventionist works 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: Campus Administrators 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: Campus 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: Principal Interventionist	Formative		
	Nov	Feb	June
Strategy 14 Details	Formative Reviews		
Strategy 14: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and 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: Campus Administrators Interventionist Teachers	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, Campus Admin.	Formative		
	Nov	Feb	June
	N/A		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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, Helena Park will meet performance objective targets as outlined in the Campus Improvement Plans. Campus Administration will support this attainment with the strategies outlined in the Campus 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: Campus Administrators 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 increasing student performance with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administrators Interventionist 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: Campus Administrators Interventionist Teachers	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure master schedule reflects built-in intervention time during the school day. (RISE UP) Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Campus Administrators 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: Campus Administrators	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: Campus Administrators Identified Teachers	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Ensure Interventionist works 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: Campus Administrators Interventionist	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to provide STAAR 2.0 Redesign 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: Campus Administrators 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: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: 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: Campus Administrators Interventionist Teachers	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: Helena Park will provide strategies to support Nederland ISD to increase the percent of students achieving college and career readiness by 1% during the 2023-2024 school year.

High Priority
HB3 Goal
Evaluation Data Sources: TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase information for College and Career Opportunities at each level: Wear college shirt on report card days, community helpers for PK, Kindergarten, and ALS students, exposure to careers with opportunities through Nederland Police Department, Nederland Fire Department, Dental Dock, KFDM meteorologist, and others opportunities that come available. Strategy's Expected Result/Impact: Lesson Plans Student Participation Grade Level Activities, Guest Speakers, Presentations Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated learning for at-risk students to prevent future failing averages or subject final grades. Strategy's Expected Result/Impact: Reduction in failures Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 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: Helena Park will increase opportunities for students to achieve college and career readiness by ensuring K-5th 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 Progress Learning for reading and math for 2nd-5th 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	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Response to Intervention with fidelity including an emphasis on Progress Monitoring. Strategy's Expected Result/Impact: Student Growth: Increased student performance on universal screenings; Instructional Walk Data Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Use effective research-based instructional strategies for Math and Science. Strategy's Expected Result/Impact: Student growth on checkpoints, benchmarks, and state assessments Staff Responsible for Monitoring: Campus Administrators Teachers	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 experienced teachers receive updates on additional components of the TEKS Resource System Strategy's Expected Result/Impact: Increased Student Growth Staff Responsible for Monitoring: Campus Admin. Teachers	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Student Achievement Results, Agendas, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
Strategy 6: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing Helena Park students to increase performance through differentiated instruction. Strategy's Expected Result/Impact: Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth Staff Responsible for Monitoring: Campus Administrators Teachers	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. Strategy's Expected Result/Impact: Review pre and post assessment data, Increase Student Growth Staff Responsible for Monitoring: Campus Administrators Teachers	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Helena Park will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR (Renaissance Learning), Lexia, TEKS Resource System, Progress Learning, 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: Campus Administrators Teachers	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 Staff Responsible for Monitoring: Campus Administrators ESL Teacher Teachers	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 Staff Responsible for Monitoring: Campus Administrators Teachers Special Education Campus Team	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
Strategy 11: 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: Campus Administration	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: Helena Park 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.

High Priority

Evaluation Data Sources: tutoring logs
progress monitoring
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: Campus Administrators Interventionist Teachers	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: Campus Administrators Interventionist Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 3. Strategy's Expected Result/Impact: Improved STAAR performance. Improved student growth and achievement. Staff Responsible for Monitoring: Campus Administrators	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 1: Helena Park will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

High Priority

Evaluation Data Sources: Maintain staff retention of 1st year teachers and teachers within their first 3 years.

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: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue staff recognitions throughout the year including but not limited to birthdays, celebrations, accomplishments, Teacher of the Year, CKH Teacher of the Six Weeks, Reaud Nominations, Nederland Chamber nominations, Philpott/ Port Arthur News nominations, Teacher Appreciation, Notes of Affirmation, PAWS for Appreciation. Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue our campus mentor program for teachers in their first year at our campus. Strategy's Expected Result/Impact: Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff Staff Responsible for Monitoring: Campus Administrators Mentor Teachers	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize our Campus Communication Committee and PDCC as a means of addressing staff concerns and seeking resolutions. Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need. Staff Responsible for Monitoring: Campus Communication Committee PDCC Representative Campus Administrators	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. 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	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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. 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. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional development opportunities to support district goals and professional growth for campus personnel. Strategy's Expected Result/Impact: Develop future leaders to help increase student achievement and staff proficiency in delivering instruction. Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June
	N/A		
<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: Helena Park Staff will support the District's 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: Campus Administrators will utilize campus data from staff surveys, instructional walks, and the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Strategy's Expected Result/Impact: Identification of campus level professional development needs and district level trends for professional development. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 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 security officers perform weekly exterior door checks ensuring doors are properly locked and functioning correctly. Staff Responsible for Monitoring: Assistant Principals Principals Campus Security Officer	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: As a best practice, campus security officers will perform random checks of interior doors. Strategy's Expected Result/Impact: Random checks of classroom doors Staff Responsible for Monitoring: Campus security officer	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	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: None Staff Responsible for Monitoring: Assistant Principals Principals	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% 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 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: Campus Administrators	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: Campus Administrators Counselor	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	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

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 - f. homeless
2. Attendance
3. Dropout reduction
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 - a. prevention of and education concerning unwanted physical or verbal aggression,
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13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Campus Performance Objective Committee

Committee Role	Name	Position
Administrator	Charlotte Junot	Principal
Parent	Lindi Haight	Parent/PTA Executive Board Member
Parent	Laura Patterson	Parent/District Employee/PTA
Community Representative	Keri Collins	Community Member/ Parent/ PTA Executive Board Member
Business Representative	Katy Corcoran	Business Owner/ Parent
Business Representative	Johnna Westbrook	Business Owner/ Parent
Non-classroom Professional	Ingrid Shores	Campus Librarian
District-level Professional	Heather Barrow	Elementary Curriculum Coordinator/ Parent
Classroom Teacher	Katie Rogers	Kindergarten Teacher
Classroom Teacher	Denise Hudson	Interventionist
Classroom Teacher	Christy Byerly	4th Grade Teacher
Community Representative	Lindsey Wright	Campus Computer Teacher
Classroom Teacher	Kristal Westbrook	4th Grade Math/Science Teacher
Administrator	Lainey Hanna	Assistant Principal

Addendums

HELENA PARK

ELEMENTARY SCHOOL

Mrs. Charlotte Junot
Principal

Campus Performance Objectives Council

November 9, 2023

Helena Park Library

1. Review District Goals
2. Review Campus Improvement Plan
 - a. No state data for STAAR 2023, to be updated when received
 - b. Comprehensive Needs Assessment (p. 2-14)
 - c. District Goals
 - d. Campus Performance Objectives and Strategies
3. Questions/Comments



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**NISD District Goals
2023-2024
District Improvement Plan**

Goal 1:

Nederland ISD will seek continuous student performance 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)

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)

Goal 3:

Nederland ISD will seek continuous student performance 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.

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.