

Nederland Independent School District

Langham Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Nederland ISD

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.

Langham Elementary

The mission of Langham Elementary is to provide a positive and diverse educational setting in which each child has the opportunity to develop academic, social, technology, and physical skills that will help him/her become a lifelong learner and confident, productive citizen.

Vision

Nederland ISD

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.

Langham Elementary

Langham Elementary is committed to excellence at all levels in order to provide a quality education for each child. All students will receive the respect, encouragement, and educational opportunities needed to enable them to be successful, contributing members of a changing global society.

Motto

Good, Better, Best!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	10
School Processes & Programs	15
Perceptions	20
Priority Problem Statements	22
Comprehensive Needs Assessment Data Documentation	23
Goals	25
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)	25
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)	30
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.	34
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.	38

Comprehensive Needs Assessment

Demographics

Demographics Summary

STUDENTS

Enrollment - Currently 546 students as of November 6, 2023. Enrollment from the 2022-23 PEIMS submission was 419.

Langham Elementary is a Title 1 campus in Nederland ISD. Langham Elementary is committed to providing an environment that challenges students academically, while supporting them socially and emotionally.

Attendance

The attendance rate for 2022-23 was 95.92%.

Langham Elementary recognizes the importance of attendance. Students are expected to be in their classrooms when the bell rings, ready to learn. Students are encouraged to always make every effort they can to attend school, while being mindful to stay home if they are ill.

Attendance incentives are in place for our students at Langham. All students with perfect attendance earn a coupon to a local business for a treat.

Ethnicity

White--57.69%

Hispanic--27.29%

Two or More Races--5.68%

Asian--4.58%

African American--4.58%

Pacific Islander--0.18%

Mobility/Stability

The mobility rate for Langham is currently rated at 10.3% on the 2020-21 TAPR summary.

Special Programs

SPED - Langham has a 11.72% special education population and has 64 enrolled students. We have 16 students in the referral process.

504--There are 52 total students who receive services through 504

Life Skills - There are 18 students in our Life Skills program.

Speech-- 56 students receive speech services through special education, while 12 more students are serviced through RTI. We have 1 student who receive services as "walk-in" students.

PEP - There are 9 students in the AM class, 5 of which qualify as Special Education students. There are 11 students in the PM class, 1 of which qualify as Special Education students.

RtI

	Tier 2		Tier 3		Behavior	
	Math	Reading	Math	Reading	Tier 2	Tier 3
1st grade	12	1			4	
2nd grade	10	3				
3rd grade	5	1				
4th grade	0	0			1	
5th grade	3	2				

Intervention - Urgent Intervention

As a campus, we will continue to use data from Renaissance for monitoring Math and Reading. Langham took the 2023 Fall Universal screener during the allotted window.

Pre-K students will have progress monitoring via the Circle Progress Monitoring System.

At-Risk

Per the 2023 PEIMS submission information, Langham had 176 students, or 32.23%, coded as At-Risk. Texas has thirteen at-risk indicators that a student may be considered to be labeled at risk.

Educationally Disadvantaged

Langham is a Title I campus with 55.86% of its enrollment categorized as economically disadvantaged on the 2023 PEIMS submission.

Emerging Bilinguals

There are currently 45 active, one 3-year monitor, two 4-year monitors, and 3 denial EB students. Emerging Bilingual students are served by a certified ESL teacher who meets with students for an appropriate amount of time in the students' general education classroom, or through targeted pullouts to give students the support they need. The ESL teacher coordinates instruction with use of the classroom teachers' input, lesson plans, and TELPAS data to meet student needs. Over half of the classroom teachers are ESL certified to help meet the needs of our students. Additionally, the campus employs a full time paraprofessional position to assist in servicing these students.

Gifted/Talented

There are 48 identified Gifted and Talented students at Langham for the 2023-24 school year. These students are all in classes with GT certified teachers and have a dedicated enrichment 45 minutes built into the master schedule.

SCHOOL AND STAFF

Langham is one of four elementary campuses within the Nederland Independent School District.

Langham employs one each of the following personnel: principal, assistant principal, counselor, nurse, speech pathologist. The front office houses one secretary and one paraprofessional-attendance clerk.

We have four Kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, four 4th grade teachers, and four 5th grade teachers.

Langham's Special Education department is staffed by: one diagnostician, one Special Education certified PEP teacher and a certified paraprofessional for Pre-Kindergarten, one Special Education certified teacher and two certified paraprofessional for Life Skills, one Special Education certified teacher in the resource room, one Special Education certified teacher in the learning lab, and five paraprofessionals that work in the special education department in inclusion and resource.

We have two PE coaches, one music teacher, one dyslexia teacher, one reading interventionist, and one librarian. We also have one paraprofessional in the computer lab, and one paraprofessional that services our EB students.

Langham's EB teacher and ARD clerk are shared between our campus and another Nederland campus.

Staff Support Structures

Teachers that are new to the district attend "new teacher" training through the administration office both before, and throughout, their first year in the district .

Langham has traditional self-contained classrooms in GR K-2 and team teaching for ELAR|SS and Math|Science in grades 3-5. The continuum of service ranges from PEP through GR 5 with Resource or Life Skills available for identified students. Over half of the classroom teachers at Langham are ESL certified to assist with our EB population. Our Gifted/Talented students receive their instruction in classes with GT certified teachers and their enrichment through both in class and after school program.

Teacher Certification/Qualification Data

96% of teachers and staff are highly qualified.

Paraprofessional and Other Staff Qualifications

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

DISTRICT

(Statistics are pulled from the 2022 PEIMS report) Nederland ISD is located in Region 5. There are 8 campuses within the district and the current district accountability rating is “A”. There are a total of approximately 5,025 students with:

- 52.03% White
- 29.01% Hispanic
- 8.31% African American
- 7.09% Asian
- 2.99% two or more races
- .44% American Indian
- .14% Pacific Islander

Some other statistics of note for the district overall are:

- 45.7% classified as economically disadvantaged
- 38.83% At-Risk
- 12.48% Special Education
- 11.18% English Learners

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

Funding

Langham is a Title I campus with 55.86% of its enrollment categorized as economically disadvantaged on the 2023 PEIMS submission.

Our Title I funds will help to supplement literacy and math instruction school wide by providing tutorials during school at a rate of 3-5 times a week by extra help personnel.

Title I funds are utilized to pay the salaries of Vicky Farmer in 4th grade and Kristi Segura in Kindergarten.

We will use \$4000 for an extra help person to support our EB students 3 days a week. We will also use \$7000 for an extra help person to support our math instruction needs for struggling students.

Additionally, funds will be used to purchase literacy and mathematics programs for intervention and supplemental instruction. Programs such as Lexia, IXL, Reading Eggs, Math Seeds, and Starfall have been purchased and utilized to help accelerate learning for individual students.

PARENTS

Langham Elementary's PTA is very involved in helping to support the campus community. The PTA works to find ways to continue past programs in new and creative ways. Some events include but are not limited to Open House, Fall Festival, Canned Food Drive, Coin Drives, Book Fair, Grandparents' Day, Read-a-thon, Red Ribbon Parade, Holiday parties, Teacher Appreciation Week, Adventure Dash and Field Day.

COMMUNITY

Business partnerships are vital to ensure the success of Langham. Donations of time, talent and money help to provide the best experience for students and staff. Some of those that help Langham include: Golden Triangle Emergency Center, Little Wooden Shoes, MCT Credit Union, Texas Roadhouse, Taco Rey, DNJ Sno Cone, H-E-B, Office Depot, Exxon Mobil, Junior Achievement, Rotary Club (Nederland), First Baptist Church (Nederland), Saint Charles Catholic Church, Blue Bell Creameries, American Cancer Society, Community Food Bank, Sonic, Rao's Bakery, Whataburger, Chick-Fil-A, Kreative Kamera, Jessica Darder, Former Langham Graduating Seniors "Final Walk", Five Point Credit Union, Excel Screen Printing, Fellowship Church, Buckstin Brewing, Boston Bean, The Boutique Med Spa and Health, NHS Peer Tutors, Nederland Education Foundation, Lamar University, Butcher's Corner, Sombreros, Dough Dough Girls, Firehouse Subs, and others.

Demographics Strengths

Langham Elementary has many strengths. Some of the most notable demographics strengths include:

- Langham Elementary was named as a National Blue Ribbon school.
- Langham employs a higher percentage of teachers with 6-20 years experience than the state average.
- We regularly exit ELL students each year. Once exited they perform well in the regular classroom and none have needed to return to ELL for assistance.
- The student/teacher ratio overall is below 22:1.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Langham Elementary is in need of more qualified personnel who are sufficiently trained in working with students with severe behavior needs and identification as autistic. **Root Cause:** The number of students on campus who qualify as either Emotionally Disturbed or Autistic has grown significantly, while more students are also being referred for testing.

Student Learning

Student Learning Summary

Student Learning

Nederland ISD utilizes Eduphoria to house and retrieve data regarding student achievement. All students have an issued NISD device to access educational programs and resources. Pk-2nd grade students have access to an iPad and 3rd-5th grade students have access to a Winbook.

GRADING POLICY

Nederland ISD's Grading Policy was updated in September of 2023. It can be located on the district's webpage.

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

FORMATIVE ASSESSMENTS

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

SUMMATIVE ASSESSMENTS

District Benchmarks, Mock STAAR, and Assessments

Student performance on local District Benchmark Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Special Education teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: Renaissance 360, STAAR, ITBS, CoGAT, Lexia, Module Tests, Unit Assessments, and District Benchmarks. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Individual intervention and support is addressed through tutoring, WIN, Inclusion, peer tutors, extra-help personnel, and computer programs. Graded assessments consist of those provided through the state adopted curriculum.

Texas Education Agency Accountability System

Langham Accountability Rating for 2021-2022: A

Distinctions in: Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Overall:97

Student Achievement:92

School Progress: 95

Closing the Gaps: 100

STAAR Results for 2022

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	93%	100%	90%	95%	-	86%	-	100%	91%	69%	75%	81%	100%	93%	93%
At Meets GL Standard or Above	69%	60%	51%	77%	-	59%	-	83%	63%	25%	40%	38%	100%	69%	65%
At Masters GL Standard	36%	30%	21%	41%	-	45%	-	67%	30%	0%	15%	14%	50%	37%	30%
Number of Tests															
At Approaches GL Standard or Above	280	10	70	175	-	19	-	6	139	11	15	34	12	237	43
At Meets GL Standard or Above	206	6	40	142	-	13	-	5	96	4	8	16	12	176	30
At Masters GL Standard	108	3	16	75	-	10	-	4	46	0	3	6	6	94	14
Total Tests	300	10	78	184	-	22	-	6	152	16	20	42	12	254	46

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Participation															
% participation 2020-21	97%	100%	94%	100%	-	91%	-	70%	95%	100%	100%	91%	*	97%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	95%	100%	92%	96%	-	91%	-	*	93%	63%	70%	86%	100%	95%	91%
At Meets GL Standard or Above	73%	60%	56%	82%	-	64%	-	*	66%	25%	40%	43%	100%	73%	74%
At Masters GL Standard	37%	20%	15%	45%	-	45%	-	*	28%	0%	10%	14%	33%	38%	30%
Number of Tests															
At Approaches GL Standard or Above	142	**	36	88	-	10	-	*	71	5	7	18	6	121	21
At Meets GL Standard or Above	110	**	22	75	-	7	-	*	50	2	4	9	6	93	17
At Masters GL Standard	55	**	6	41	-	5	-	*	21	0	1	3	2	48	7
Total Tests	150	**	39	92	-	11	-	*	76	8	10	21	6	127	23
Participation															
% participation 2020-21	97%	100%	94%	100%	-	90%	-	*	95%	100%	100%	90%	*	97%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%
Mathematics															

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Percent of Tests															
At Approaches GL Standard or Above	92%	100%	87%	95%	-	82%	-	*	89%	75%	80%	76%	100%	91%	96%
At Meets GL Standard or Above	64%	60%	46%	73%	-	55%	-	*	61%	25%	40%	33%	100%	65%	57%
At Masters GL Standard	35%	40%	26%	37%	-	45%	-	*	33%	0%	20%	14%	67%	36%	30%
Number of Tests															
At Approaches GL Standard or Above	138	**	34	87	-	9	-	*	68	6	8	16	6	116	22
At Meets GL Standard or Above	96	**	18	67	-	6	-	*	46	2	4	7	6	83	13
At Masters GL Standard	53	**	10	34	-	5	-	*	25	0	2	3	4	46	7
Total Tests	150	**	39	92	-	11	-	*	76	8	10	21	6	127	23
Participation															
% participation 2020-21	97%	100%	94%	100%	-	90%	-	*	95%	100%	100%	90%	*	97%	97%
% participation 2021-22	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%

-	Indicates there are no students in the group.
*	Indicates results are masked due to small numbers to protect student confidentiality.
**	When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

DIAGNOSTIC

Diagnostic assessments will be monitored, used to collect data and to make decisions on student's learning and needs. Diagnostic assessment tools can include EasyCBM, mClass, universal screener from Star Early Literacy and numeracy and Renaissance360, Dyslexia Screener and Reading Readiness Assessment.

Response to Intervention

We are continuing to provide intervention for our current RTI students. A campus reading interventionist was hired in 2020 to provide additional pull out time for RTI or any student whose data indicated they were deficient in skills. The master schedule has been structured to allow for WIN (What I Need) time within the school day to provide intervention time for students who need the additional support.

House Bill 4545

Students who did not successfully pass their reading or math STAAR tests in 3rd-4th grade in 2023 will receive 15-30 hours of intervention per tested area to review and relearn concepts they missed on the test. This is done through interventionists and classroom teachers during intervention time within the school day and some after school tutoring as needed.

Student Learning Strengths

Langham consistently scores above the State and District STAAR averages across subject areas in all categories.

Langham Accountability Rating for 2021-2022: A

Distinctions in: Mathematics, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Overall:97

Student Achievement:92

School Progress: 95

Closing the Gaps: 100

Top score in our comparison group in Comparative Academic Growth and Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Langham STAAR score percentages for "Approaches", "Meets", and "Masters" in 4th grade Math were lower than previous years. **Root Cause:** Students in this grade missed foundational math skills due to the Covid closure of 2020 and have worked since on making up for missed instructional time.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs

INSTRUCTIONAL

Technology Programs

All teachers have Boxlight digital displays, document cameras, desktop computers and a Winbook/iPad to enhance student learning. Langham has one computer lab with network access and all students have been issued iPads (PK-2nd grade) or Winbooks (3rd - 5th grade).

Numerous programs are utilized for instruction and intervention: Lexia, Progress Learning, Motivation Math/Reading, Lead4Ward, HMH, Learning.com, Renaissance-STAR Reading and Math, Texas Studies Weekly, Science StemScopes, Prodigy, Think Up!, Starfall, Reading Eggs, Math Seeds, Really Great Reading, Spelling City, and Renaissance 360.

Through the computer lab, students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Instructional Design/Delivery and High Yield Strategies

We are utilizing a team teaching approach in 3rd - 5th grades for ELAR|SS and Math|Science while other grade levels are self-contained classes.

Push-In and Pull-Out Programs

RtI

The RtI process is used to determine and provide appropriate interventions for students, as well as monitor progress. The RTI team meets each grading period to look at the performance and needs of students and make decisions about Tier placements for each individual student.

RtI Individualized/Differentiated Strategies and Processes

Utilization of universal screeners and progress monitoring through EasyCBM and the Renaissance Program have allowed us to strengthen our RTI program and identify individual needs to provide individualized intervention and instruction. Students are taught and allowed to demonstrate their learning in a multitude of ways. This attention to individual performance has allowed us to recognize deficiencies, but also to see where students are really strong and excelling.

Dyslexia

Langham has one dyslexia teacher on campus. Students who qualify for dyslexia services are seen in the dyslexia room in a pull out program and work individually or in small groups with the teacher. They use Reading by Design as their curriculum.

Learning Lab

The Learning Lab is a place where all students may go to get extra help or accommodations with their work. A special education teacher is housed in the learning lab with

paraprofessionals and other staff rotating through on a predetermined schedule. Students needing oral administration or other accommodations that may not be able to be provided in the classroom setting are sent to complete assignments in the learning lab.

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. Our W.I.N. time allows for students to receive the interventions that they need, as well as enrichment for the GT and higher achieving students. During these times, all students will work on small group instruction, STEM activities, project-based learning activities, and various digital platforms that adjust to individual student performance.

PBIS

Capturing Kids' Hearts has been implemented on campus, with all teachers, administrators and staff being trained. Teachers and staff utilize the Social Contracts in their classrooms. This is a way to focus on positive behavior in their classrooms.

CURRICULAR

Standards-Based Curriculum

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

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours. Due to the catastrophic and traumatic events that our students have experienced in the past few years, our focus is on trying to implement a Social-Emotional Learning curriculum to help equip students with the coping skills that they need to successfully navigate the world around them.

RELATED SERVICES

Occupational Therapy, Physical Therapy, Counseling and Speech Therapy are scheduled by the provider in collaboration with the classroom teacher and master schedule. The aim is to provide these services without losing instructional time in our core subject areas.

SCHOOL ATTENDANCE

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals and T-PSS for Principal appraisals. Administrators conduct regular walkthroughs in the classroom to collect data and provide feedback to teachers.

Professional Development

The faculty of Langham regularly seeks out and attends professional development opportunities. Trainings through TCEA, Region 5, Region 4, and several other providers are utilized to ensure that teachers are up to date on the best practices for engaging and promoting growth with their students. Some of the trainings that our staff participate in are: Capturing Kids's Hearts, Restorative Practices, Through the Eye of a Special Education Attorney: The Most Common (and Preventable) Mistakes Made at the Campus Level, Project Based Learning, Inclusion Practices, Multi-Tiered Support Systems training, Lead4Ward-Rigor-Engagement, Balanced Literacy, Reading Academies, Training Series for Champions of Students with Complex Needs: A Focus on Behavior, RTI Academic / Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Gretchen Bernabei Reading/Writing Suite, Classroom Management Series, Empowering Writers, and Samaritan Counseling Center.

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Langham has one certified instructor on campus. The campus has a core team of teachers and staff that receive recertification annually to assist the campus if a behavior need arises. Staff are also being trained in the verbal de-escalation piece of the Handle With Care program.

Google Proficient Teacher

All teachers at Nederland ISD have been trained in becoming a Google proficient teacher. Teachers were taught how to organize, stream and post lessons, create and post assignments, how to send students assignments, how to locate student work, using Google forms and record and post student videos.

ORGANIZATIONAL

Parent-Teacher Conferences

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

WIN--What I Need

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

Committees

Campus Leadership Team, Faculty meetings, Campus Grade level chairs, and Campus Communication Committee all meet monthly, while Grade Level Meetings are held weekly. Communication is disseminated to staff through faculty meetings, e-mail and GroupMe. In an attempt to keep families informed and involved, Langham utilizes several means to communicate including: Campus webpage, ClassTag, Facebook/Twitter, Blackboard Connect call outs/e-mails, or campus flyers and notes. We have several campus committees that staff members are apart of: Faculty Dinner Committee, Sunshine Committee (Social|Emotional for Staff), Attenadance Incentive Committee, Decorations Committee (Coordinates bulletin boards and foyer), Faculty Luncheon Committee, Fundraising Committee (reach out to local business to help support the campus), AR Committee, and Spirit Committee.

Master Schedule

Each grade level has a WIN (What I Need) block to ensure instructional minutes are addressing each learners' needs. Grades K-2 will have 120 minutes of ELA and 90 minutes of math. Grades 3-5 will have ELA|SS for 120 minutes and math|science for 120 minutes. Master schedule was created by starting with special programs and building outwards (ESL, Speech, RtI, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time.

ADMINISTRATIVE

Decision-Making Process

Langham works very hard to involve as many stakeholders as possible in the decision making process, though ultimate responsibility falls on the principal. The district moved to a Balanced Literacy-Guided reading model that continues to grow on campus. Additionally, Langham has begun incorporating Guided Math instruction across campus. Teacher lesson plans are reviewed by the campus leadership and include the TEKS and objectives to be addressed each day.

PARENT, FAMILY ENGAGEMENT

Langham utilizes a Parent Involvement Policy and Compact to outline the expectations of the student, parent, teacher and principal in helping students be successful. Langham understands that all members involved must do their part to maximize each child's education. Each classroom has a homeroom parent to help coordinate activities and recruit assistance for activities throughout the school year.

Parents are typically encouraged to attend and participate in numerous campus activities including: Parent Meetings, Open House, Intramural Track Meet, Fun Day, Fall Festival, Thanksgiving Meal, Holiday Baskets, Grade Level Programs, Class Projects and Parties, Book Character Day, Grandparents' Day, Red Ribbon Week, Book Fair, Rotary Club Dinner, Nederland High School English Department Reading of Christmas Stories, Langham Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Field Trips, Talent Show, and STAAR Pep Rally.

These partnerships are recruited by the principal, teachers, and parents of Langham, as well as the NISD Partners in Education and and Communications Coordinator.

School Processes & Programs Strengths

- Multiple campus employees are fluent in Spanish to help translate for families that need assistance
- High participation with family and community involvement
- Healthy communication between school, teacher, parents and community
- Strong community partnerships
- Campus PLCs meet weekly to discuss and revise academic, social, behavior, and extracurricular expectations and activities
- Incorporation of Capturing Kids' Hearts, Doggie Dollars/Doggie Depot, and other PBIS strategies will strengthen relationships and improve campus behavior and morale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Langham has growing needs in behavior issues with a variety of students and needs to strengthen our RTI Behavior program. **Root Cause:** Our campus numbers in students with issues has grown due to specific student issues, as well as the trauma that all students have endured through the pandemic, flooding events, and other community issues in the past few years.

Problem Statement 2: Students and teachers need to have the capability to teach and learn with up-to-date technology. **Root Cause:** Lack of access to technology in the hands of teachers and students, as well as the knowledge on how to leverage the technology in developing lessons and improving student achievement.

Perceptions

Perceptions Summary

Perceptions

Culture

School culture results from both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily shaped by a school's particular institutional history. Students, parents, teachers, administrators, and other staff members all contribute to their school's culture, as do other influences such as the community in which the school is located, the policies that govern how it operates, or the principles upon which the school was founded.

Langham has a history of high expectations and success, a history which has become ingrained in the daily activity on campus. The community, staff, and students of Langham expect and demand that these successes will continue. The pandemic has challenged our ways of thinking and forced us not to be complacent with "The way we have always done it".

Teachers and students are recognized and rewarded regularly. Teachers are given periodic tokens of appreciation from the office staff. Our campus is always eager and willing to celebrate individual successes.

The campus and community support one another extremely well. Our community is always willing to help our students and our students want to help each other. Our school has canned food drives for Thanksgiving, coin drives for Christmas and book fairs, and various other collections throughout the year to support our community families.

CLIMATE

Student Safety

The goal at Langham is to have students feel challenged academically, but know that they are supported socially and emotionally. Students must feel safe enough to make themselves vulnerable to potentially failing in their endeavors.

Capturing Kids' Hearts

CKH is a program and a process that challenges teachers to prioritize relationships with their students and co-workers through using a common language and supports a common vision. Its social-emotional focus is for everyone, every day, everywhere.

The program focuses on monthly values that influence outward behavior by affecting student attitudes. Teachers are supported through initial training, ongoing resources, and character lesson plans.

VALUES AND BELIEFS

School Theme

The 2023-24 academic school year theme is "Learning is the Passport to Your Future".

School Motto

Good, Better, Best

School Mission

The mission of Langham Elementary is to provide a positive and diverse educational setting in which each child has the opportunity to develop academic, social, and physical skills that will help him/her become a lifelong learner and confident, productive citizen.

Perceptions Strengths

- Langham has a tradition of academic success
- Individual and group successes are celebrated
- Faculty and Staff are trained in and implementing Capturing Kids' Hearts and PBIS initiatives
- Surveys indicate satisfaction amongst stakeholders in the overall effectiveness of Langham Elementary
- Counselor conducts individual sessions, group meetings, and classroom lessons to support all students.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications 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, based on the 2024 Accountability Rating Summary, Langham Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2024 Reading Assessment will be at a 62% meeting grade level or higher 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: Student growth in reading. Staff Responsible for Monitoring: Principal Leadership Team Teachers	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 to increase performance with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). Strategy's Expected Result/Impact: Student growth in Reading Staff Responsible for Monitoring: Principal Leadership Team Teachers Elementary Curriculum Coordinator Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	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, Reading Eggs, Waterford, and My Virtual Reading Coach. Strategy's Expected Result/Impact: Increased student growth in reading and math. Staff Responsible for Monitoring: Principal Leadership Team Teachers Interventionists Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Emerging Bilingual. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Principal Leadership Team Teachers ESL teacher ESL paraprofessional	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Work with Dyslexia Specialist to design and monitor the campus implementation of the District Dyslexia Handbook. Strategy's Expected Result/Impact: Student growth in reading Earlier identification of dyslexic students Staff Responsible for Monitoring: Principal Leadership Team Teachers Dyslexia Teacher Dyslexia Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Principal Assistant Principal Teachers Elementary curriculum coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: All PK-3 teachers, 4-5 ELAR teachers, ESL, Dyslexia, Special Education teachers, campus administrators, and interventionists will attend Reading Academies and implement the Science of Teaching Reading in their classrooms. Strategy's Expected Result/Impact: Increased student growth in reading Staff Responsible for Monitoring: Principal Assistant Principal Teachers State and Federal Programs Director TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to encourage all teachers to become ESL Certified. Share training opportunities with teachers regularly. Strategy's Expected Result/Impact: Increase student growth in reading for our EB students Support EB students through the ELPs. Staff Responsible for Monitoring: Principal State and Federal Programs Director TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		

Strategy 9 Details	Formative Reviews		
Strategy 9: 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: Principal Assistant Principal Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
Strategy 10 Details	Formative Reviews		
Strategy 10: Ensure interventionist work with our RtI and HB45454 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: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
Strategy 11 Details	Formative Reviews		
Strategy 11: 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: Principal Interventionist Elementary Curriculum Coordinator Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		

Strategy 12 Details	Formative Reviews		
Strategy 12: Administer the mCLASS assessment to all K-2nd grade students. Strategy's Expected Result/Impact: Increased student growth in reading. Identify students struggling with specific reading skills. Identify student who may show indicators of dyslexia. Staff Responsible for Monitoring: Principals Interventionist Dyslexia Teacher Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
Strategy 13 Details	Formative Reviews		
Strategy 13: Use data from CLI, mCLASS, Renaissance STAR Reading, Lexia, and MVRC (My Virtual Reading Coach) to drive instruction for students to close reading gaps. Strategy's Expected Result/Impact: Increase student growth in reading Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math	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, based on the 2024 Accountability Rating Summary, Langham Elementary will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2024 Math Assessment will be at a 62% meeting grade level or higher 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 on campus. 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: Principal Leadership Team 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 focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction allowing the campus to increase performance for all students 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: Principal Leadership Team Teachers Elementary Curriculum Coordinator TEA Priorities: Build a foundation of reading and math	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, Prodigy and Math Seeds. Strategy's Expected Result/Impact: Increased student growth in Math Staff Responsible for Monitoring: Principal Leadership Team Teachers Math Interventionist Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Strengthen fidelity of RTI program through district progress monitoring and interventions. Strategy's Expected Result/Impact: RTI meetings and Documentation Increased student growth in Math Streamlined referral process for special education Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Interventionist Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Increased effectiveness of WIN time by ensuring groups and instructional activities are appropriately planned and executed. Strategy's Expected Result/Impact: Increased student growth in Math Staff Responsible for Monitoring: Principal Leadership Team Teachers Interventionist	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: Increase in student growth in math Staff Responsible for Monitoring: Prinicipal Assistant Principal TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to provide STAAR 2.0 Redesign training for all 3rd-5th grade Math teachers to help teacher sto understand the new item types and how to support our students. Strategy's Expected Result/Impact: Increased student growth in math Staff Responsible for Monitoring: Principal Assistant Principal Elementary Curriculum Coordinator Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
Strategy 8 Details	Formative Reviews		
Strategy 8: Use data from 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: Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		

Strategy 9 Details	Formative Reviews		
Strategy 9: Use data from local tests, district benchmarks, TFAR, Renaissance STAR Math, and Progress Learning to drive instruction for student to close math gaps Strategy's Expected Result/Impact: Increase student growth in math Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
	N/A		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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: Langham Elementary will collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2023-24 school year.

High Priority
HB3 Goal
Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Langham will work to increase awareness for College and Career Opportunities at all grade levels: Community guest speakers and presenters, College shirt days, Nederland Police Department, Nederland Fire Department, field trips and projects. Strategy's Expected Result/Impact: Communication of Events Student Participation Lesson Plans Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers TEA Priorities: Connect high school to career and college	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 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: Langham Elementary will work to increase opportunities for students to achieve college and career readiness by ensuring K-5 students show a minimum of one year's growth in Reading and Math.

High Priority
HB3 Goal
Evaluation Data Sources: Star Data Results
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: Student growth in reading and math. Staff Responsible for Monitoring: Principal Leadership Team Teachers	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 to increase performance with differentiated instruction. Strategy's Expected Result/Impact: Student growth in Reading and Math Staff Responsible for Monitoring: Principal Leadership Team Teachers Elementary Curriculum Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	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, IStation, IXL, Really Great Reading, Reading Eggs, Math Seeds and My Virtual Reading Coach. Strategy's Expected Result/Impact: Increased student growth in reading and math. Staff Responsible for Monitoring: Principal Leadership Team Teachers Interventionists Title I: 2.4, 2.5, 2.6, 4.1, 4.2	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 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: Langham will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2023.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Langham will create Accelerated Learning Committees to develop and execute remediation plans for students who did not reach "Approaches" on their 2023 3rd grade STAAR reading or math assessments. Strategy's Expected Result/Impact: Understanding of student needs Expectations of students, staff and parents Plan for student remediation Increased growth in Reading and/or math Staff Responsible for Monitoring: Principal Teachers Interventionists Title I: 2.4, 2.5, 2.6	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 1: Langham will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

High Priority

Evaluation Data Sources: Increase district 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: Staff surveys to gather feedback on school climate Strategy's Expected Result/Impact: Improved school operations Staff Responsible for Monitoring: Administration Staff TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Recognize teachers and staff for accomplishments through newsletters, Paws for Appreciation, awards, teacher appreciation activities, etc. Strategy's Expected Result/Impact: Staff retention Improved morale Public Recognitions Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize various electronic and social media platforms to raise awareness of school activities (Facebook, School website, Blackboard, etc.). Strategy's Expected Result/Impact: Improved morale Staff retention Community engagement Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilization of Campus Communication Committee and Professional District Communications Committee to enhance two way communication between campus level and district level personnel. Strategy's Expected Result/Impact: Improved communication between campus and district levels Staff Responsible for Monitoring: Principal Campus Committee Campus rep TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will participate in professional development opportunities that address individual and campus needs. Strategy's Expected Result/Impact: Improved campus performance Student Achievement data Staff Responsible for Monitoring: Campus administrators Teachers Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Langham will provide mentors for our new teachers. Strategy's Expected Result/Impact: Support new staff members. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></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 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: Professional development days dedicated to professional learning initiatives for Reading Academies, Capturing Kids' Hearts, STAAR redesign, and other local needs. Strategy's Expected Result/Impact: Agendas Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will participate in professional development opportunities that address individual and campus needs. Strategy's Expected Result/Impact: Improved campus performance Student Achievement data Staff Responsible for Monitoring: Campus administrators Teachers Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Conduct weekly exterior door sweeps to ensure all doors are functioning properly. Strategy's Expected Result/Impact: Increased security of the campus and limitation of unauthorized visitors on campus. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All interior doors will be locked during the instructional day.	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: All exterior doors will be locked during the instructional day.	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
Strategy 4: 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 an improvement plan with the results of the AAR.. Work with Nederland Police and Fire Department to ensure our plans are sound. Strategy's Expected Result/Impact: Have the safest school for our students and staff. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: As a best practice, Campus SRO and Security Officers will perform random checks of interior and exterior doors throughout the instructional day. Strategy's Expected Result/Impact: Have the safest school for our students and staff. Staff Responsible for Monitoring: Principal Assistant Principal Security Officer ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 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: Continue to 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: Langham will train all new teachers in the implementation of the Capturing Kids Hearts (CKH) model. Strategy's Expected Result/Impact: Building positive relationships between students and teachers. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of the CKH in classrooms. Strategy's Expected Result/Impact: Building positive relationships between students and teachers. Staff Responsible for Monitoring: Principals Assistant Principal Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide suport for teaches implementaing CKH by scheduling professional learning, "Winning Culture" in November 2023. Strategy's Expected Result/Impact: Building and sustaining positive relationships between students and teachers. Staff Responsible for Monitoring: Principals Assistant Principal Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><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></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></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)