

Nederland Independent School District
Nederland High School
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

Nederland ISD Belief System:

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nederland High School serves the City of Nederland, Texas and adjacent Jefferson County students and families within the boundaries of the Nederland Independent School District. The school, which is the only high school in the district founded in 1920, services approximately 1,480 students in grades 9-12. The school follows the policies and regulations as established by the Nederland ISD school board and the Texas Education Agency (TEA), as well as all federal guidelines. The school is classified as 5A according to the Texas University Interscholastic League (UIL).

Students

Our students are comprised of many different racial, ethnic, academic, and economic backgrounds as shown in the table below.

District Demographics 2022 PEIMS Reporting												
	AA	His	White	Am. Indian	Asian	Two or More	Sped	504*	Eco Dis*	LEP	GT	At Risk
High School	8.63%	27.69%	53.31%	0.76%	7.73%	1.73%	11.95%	13.2%	41.51%	6.56%	4.49%	43.85%

Historically, the number of male students per grade level has been higher by 10 students than the number of female students in the grade level.

On the most recent accountability rating from TEA (2022), the school received an overall rating of an B. On average, 91% of students receive their high school diplomas on time or earlier. The annual dropout rate for students in grades 9-12 is 1.3% (based on the 20-21 graduating class). 53.4% of the district's graduating seniors (class of 2021) took the SAT or ACT college entrance exams with scores well above the state and national averages.

The attendance rate for the 2021-2022 school year was 93.19%.

Staff

According to the 2020-2021 TAPR, NHS employs 112 full time teachers with 76.6% of the teachers holding a bachelor's degree, 19.8% holding a master's degree and 1.8% holding a doctorate degree. The average years of experience for teachers is 16.5 years. The student to teacher ratio is 13.0 which allows for greater opportunities for students to access more individualized assistance.

Parents/Guardians/Community

The community served by the school includes families from every economic and educational level. Our parents work in professions which include: service-

based industries, industrial/oil based refineries, medical fields, small business owners, and law enforcement.

The school believes in strong partnerships with the families, students, and community it services. Organizations such as the Nederland High School Parent Teacher Association, the Nederland Education Foundation, Project Celebration, Campus Education and Information Committee, and athletic booster clubs as well as business partnerships with Neches Federal Credit Union, ABC Training, BASF, Indorama and Bechtol, in addition to college partnerships with Lamar State College of Port Arthur, Lamar State College of Orange, and Lamar Institute of Technology provide valuable assistance, opportunities, and feedback for continuing to provide an excellent educational experience for our students.

Through the support of the aforementioned stakeholders, the school is able to meet the desires and needs of our school community to ensure that every student succeeds through the school's commitment to excellence in every aspect of education. The mission of the school is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning while preparing the students to be responsible, contributing citizens in a diverse and changing world.

Demographics Strengths

Nederland High School is comprised of a diverse student population.

Nederland High School has a greater percentage of experienced teachers than is found throughout the state.

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Nederland High School received a B rating in the Spring of 2022 with an overall scaled score of an 86. We earned an 89 in Student Achievement, an 85 in School Progress and an 80 in Closing the Gaps. NHS earned distinctions in ELA/Reading, Mathematics and Comparative Academic Growth.

On average, 91% of students receive their high school diplomas on time or earlier. The annual dropout rate for students in grades 9-12 is 1.3% (based on the 20-21 graduating class). 53.4% of the district's graduating seniors (class of 2021) took the SAT or ACT college entrance exams with scores well above the state and national averages.

The attendance rate for the 2021-2022 school year was 93.19%.

Student Learning Strengths

Student achievement on the Spring 2022 Algebra I EOC showed growth on all three levels when compared to the results from the 2021 administration. The percentage of students reaching "Approaches" grew from 72% to 74%; the students earning "Meets" grew from 41% last year to 46% this year; and the percentage of student reaching "Masters" increased from 23% in 2021 to 30% in 2022. Likewise, NHS students showed gains on all three levels on the Biology EOC as well. At the "Approaches" level in 2021, 81% of our students reached it; however, in 2022, 82% earned Approaches; 54% of our students achieved "Meets" in 2021 and grew to 57% in 2022; and finally, we had 22% of our students earn "Masters" in 2021 and 23% reached Masters in 2022. For the English I, English II and US History EOCs, our scores remained pretty constant.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase focus on instructional strategies to meet the needs of each student population, including: 504, Special Education, ESL, and Dyslexia to increase each student's growth **Root Cause:** As state standards have increased, there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

School Processes & Programs

School Processes & Programs Summary

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

According to the 2020-2021 TAPR, the average years of experience of Nederland High School teachers is 16.5 years compared to 11.2 years across the State. The average experience with the District is 10.8 years compared to 7.2 years across the State. Additionally, 22.2% of our staff holds a Master's degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain highly quality staff. The support program for new teachers is evaluated and updated annually to provide better support throughout the year. Staff members are provided opportunities to attend professional learning for their individual growth, district initiatives, and other areas as needed. Administrators are supported through a variety of learning opportunities and professional organizations.

In the area of Curriculum and Instruction, Nederland Independent School District uses the TEKS Resources System (TRS) as the basis for curriculum and instruction. The TRS provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFDs) 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 for a particular concept. Another key feature of the TRS is the outlining of where students routinely have misconceptions of the content, thus allowing teachers to target those areas when developing their lessons.

Areas of need include the following:

Curriculum and Instruction:

Increase Inclusion practices

- PLC Meetings - Data will drive decisions in our continuous improvement model: Monitor and assess curriculum alignment and instruction through the use of district developed assessments consistently across all campuses. The data from the assessments will help guide instructional decisions.
- Address concerns identified in the Special Education, Advanced Placement classes, Bilingual/ESL, 504 and dyslexia program evaluations.
- Implement SLO/TTESS/TPES.
- Increase and refine staff development regarding the writing process, including revising and editing.
- Increase and refine staff development regarding reading.
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.
- Embed rigor, relevance, and engagement in all staff development, coaching, and planning sessions across all content areas.

- Create a systemic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Provide students access to a diversity of academic programs and integrate technology.
- Continue the implementation of Project Based Learning (PBL) to provide students opportunities to develop 21st Century skills.
- Provide coaching support to teachers

Career and Technical Education (CTE):

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

ESL:

- continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for Emergent Bilinguals and students with disabilities
- continue to monitor the appropriate use of accommodations in all classrooms for Emergent Bilinguals and students with disabilities
- continue to provide staff development to administrators to work with all teachers who instruct Emergent Bilinguals and students with disabilities
- provide professional development opportunities for EB teachers and coordinators on second language acquisition and writing strategies to share during teacher training and planning/coaching sessions
- continue providing support to campuses by bridging and analyzing TELPAS and STAAR data to improve English language acquisition and academic development
- provide adequate planning time and support for our teachers throughout the year

Special Education:

- continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for students with disabilities
- continue to monitor the appropriate use of accommodations in all classrooms for students with disabilities
- continue to provide staff development to administrators to work with all teachers who instruct students with disabilities
- provide professional development opportunities for Special Education teachers and coordinators on writing strategies to share during teacher training and planning/coaching sessions
- continue providing support to campuses by bridging and analyzing STAAR data to improve academic development
- provide adequate planning time and support for our teachers throughout the year

Technology Integration:

Finally, the integration of technology into the interactive classroom allowing for collaboration is the key to education in today's classroom. The ability to share video, audio, multimedia files and use web 2.0 tools is invaluable, but it goes beyond that. The goal is to equip classrooms with technologies that make them completely interactive and cloud-based at the same time. The right combination of technology and instructional strategies improves learning because it thoroughly engages students. Learning experiences take place in authentic settings and require collaboration and management of complex processes. These experiences involve critical thinking, social responsibility, complex decision making, and sophisticated problem solving. As we move forward, infusing interactive classrooms with technology resources is critical for success. Nederland Independent School District, with the support of the community, shall design, implement, and maintain a technology-enhanced educational delivery system to enable all students to excel in an information-driven global society. Inherent to this system is a competent, well-trained staff with access to appropriate information and productivity resources.

Nederland High School envisions a technology-rich learning environment where students can expand their knowledge base by accessing, analyzing, evaluating, and communicating information expediently and efficiently. Students will improve their critical thinking, problem solving, and decision making skills; and learn to work ethically, independently, and collaboratively. In addition, the school envisions a technology-rich learning environment where educators can improve instructional strategies to increase achievement for all students, regardless of their ethnicity, socioeconomic status, or learning styles. Educators will accurately and efficiently assess, monitor, and communicate student progress to parents and improve skills through hands-on staff development in technology and the sharing of knowledge and resources with colleagues. Nederland High School pictures a technology-rich learning environment where administrators can demonstrate a vision for maximizing student achievement and staff productivity, integrate technology into procedures and guide and provide easy access to data sources for instructional and administrative decision making. Administrators will secure funding to provide equipment, staff development, and support for reaching district technology goals and objectives.

Nederland High School follows the Nederland ISD Technology Plan which supports state curriculum standards. Student standards for technology as defined by the Technology Applications Texas Essential Knowledge and Skills (TEKS) are addressed as required in the Texas Education Code, Section 28.002. This plan follows the guidelines set forth by the Commissioner of Education for the State of Texas in the Instructions for Technology Plan Approval Process for Universal Service Fund eRate Discounts and the State of Texas Long Range Plan for Technology 2006-2020. Technology plays a pivotal role in today's teaching and learning experiences. This plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center. It also addresses the four key areas in accordance with the Long Range Plan for Technology. The four key areas addressed include: Teaching and Learning, Educator Preparation and Development, Leadership, Administration and Instructional Support Services and Infrastructure for Technology. NISD strives to create technology-infused classrooms allowing students to learn the knowledge and skills of the core curriculum while using technology as a tool. Educators are challenged not only to use technology as one of the many tools available to help students master defined content and performance standards, but also to know when a technology is the most appropriate to help students learn or demonstrate a particular concept or skill.

Combining the benefits of connectivity and integration with other new and emerging technologies empowers students to become competitive, productive, and independent members of our society. The degree to which Nederland ISD is successful in preparing its students for the future will depend on the development of a technologically-competent faculty and the availability of the appropriate hardware, software, and connectivity.

All NHS students have been distributed a school-issued laptop and charger.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum and Instruction:

- Provide PLC opportunities by department with common teacher conference periods
- Provide teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement
- Differentiate support to struggling students
- Provide professional development for staff development to all teachers that include: individual choice, gifted and talented options, and content updates, pedagogy, and planning
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction

Career and Technical Education (CTE):

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

Advanced Placement Education (AP and Pre-AP):

- Provide a wide assortment of professional development sessions to ensure teachers are meeting the needs of students in the AP program

Educational Support Services: Building Instructional Capacity

- Collaborating with in and out of the district experts, as a school we continue to work toward successful, high quality and rigorous instruction to ensure quality learning of Emergent Bilinguals and students with disabilities
- Providing professional development for teachers to address the needs of different groups of learners by supporting campuses with coaching, planning support and research-based instructional materials specific to Emergent Bilinguals and students with disabilities continues to be a strong focus in the 2023-2024 school year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number of students participating in AP tests does not reflect the demographics of the district. **Root Cause:** The cost of the AP exams for economically disadvantaged students discourages some students from signing up for the tests.

Problem Statement 2 (Prioritized): Recruiting highly qualified staff for high needs staffing areas **Root Cause:** Teacher shortage in these areas due to retirements and lack of new candidates

Perceptions

Perceptions Summary

Nederland High School strives to provide the best educational experience for our students through the use of student, parent, and community input. Student involvement and engagement is evident through the 94% attendance rate and the number of students participating in extracurricular clubs, sports, and activities. Even with the challenges with COVID over the past few years, over 91% of the senior class graduated on time in the Spring of 2022.

Another factor contributing to a strong culture and climate is the number of staff members who have chosen to make Nederland High School their permanent place of employment. Nederland High School is fortunate to have very little turnover in staff each year. Over the past five years, the percentage of new teachers on the campus has only been around 4%. The state average of new teachers is 7.4%. The average number of years of experience on the campus around 16 years of experience. Thirty-six percent of the teachers on campus have 11 or more years of teaching experience. Each year the new teachers to the district are assigned a mentor teacher to help them navigate the trials and tribulations of being a new teacher for the first three years. The district also provides support for the mentor and new teachers through professional development as well as dedicated time to collaborate.

A third attribute contributing to the culture and climate of the school is the involvement of the parents and community. Due to a strong community belief and spirit in our district and school, the high school is very fortunate to have a vibrant backing from the community. The high school promotes the involvement of the parents and community through the use of organizations such as PTA, booster clubs for extracurricular activities, and business partnerships working toward the goal of creating the best learning environment for our students. With the increase of the diverse backgrounds and languages of the students moving into the area, the school and district are experiencing problems ensuring that all communication is available in the home language of the families we serve. This sometimes establishes an unfortunate barrier in communication that is quickly being resolved through the use of technology.

Before the pandemic, Nederland High School students felt safe and a part of a culture geared to helping them succeed. With the outbreak of COVID-19, the usual programs and systems in place to help the students have been stressed and often times revamped to meet the new needs and circumstances. The school is continuing the use of Communities in School and outside organizations such as Samaritan Counseling to provide additional support. During the 2020-2021 school year, our students who chose to learn virtually were not as connected to the school as before the pandemic. Our staff has worked tirelessly to adapt current systems, procedures, and activities to try to close this gap. However, the physical distance and the reticence of not engaging in the learning and activities is still evident and may be evident for years to come in the future.

Our teachers are supported by a strong administration which allows the teachers the flexibility to explore and implement new instructional strategies. As in the past, professional development is geared toward learning instructional strategies to increase engagement, differentiation, and identification of areas of concern, while also closing gaps and reteaching needed skills from the past school year. Our teachers are dedicated to helping our students be not only college, career, or military ready upon graduation, but also to have developed the skills necessary to be successful in life as contributing members of the community.

Nederland High School is very fortunate in the fact that all stakeholders in the community believe in the mission and vision of the district and the school. This is evident through the physical, emotional, and financial support provided by the community at large. The recent passage of a \$150 million bond to upgrade all of the schools and facilities while building a state-of-the-art high school shows the commitment of the community to ensuring that our students have the most up-to-date facilities and equipment with which to learn and grow. Also, at any event in which the high school participates, the following and support of the community is very evident in the number of people attending or providing support to the events. Bulldog Pride is very evident within the community. We always say that everyone is welcome at the "Dog House".

Perceptions Strengths

School culture

High expectations for the success of our students (Failure is NOT an option.)

Strong parental/community support

Highly-qualified staff

Priority Problem Statements

Problem Statement 1: The percentage of students who achieve "Meets" and "Masters" Grade Level is disproportionate for students who are at-risk and/or in Special Education to the students who "Approach" Grade Level on STAAR EOC assessments.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase focus on instructional strategies to meet the needs of each student population, including: 504, Special Education, ESL, and Dyslexia to increase each student's growth

Root Cause 2: As state standards have increased, there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of students participating in AP tests does not reflect the demographics of the district.

Root Cause 3: The cost of the AP exams for economically disadvantaged students discourages some students from signing up for the tests.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Recruiting highly qualified staff for high needs staffing areas

Root Cause 4: Teacher shortage in these areas due to retirements and lack of new candidates

Problem Statement 4 Areas: School Processes & Programs

Goals

Goal 1: Nederland High School will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 1: Nederland High School will increase the percentage of students achieving college and career readiness by 1% during the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to provide SAT class for high schools students. Use results from PSAT and Khan Academy to prepare students for SAT. Strategy's Expected Result/Impact: Increased student participation; Improved student results Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide funding through HB3 guidance for SAT and TSIA2. PSAT for 10th grade students will be funded through local funds. Strategy's Expected Result/Impact: PSAT, SAT, TSIA 2 results Increased enrollment in AP courses and dual enrollment courses Staff Responsible for Monitoring: Secondary Coordinators, Counselors Title I: 2.4	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase information for College and Career opportunities, including: wear your college shirt days, college expos and college days. Freshmen students will research colleges in their English Language Arts classes. AP teachers will remain current in their professional learning through virtual cohorts and AP summer institutes. Strategy's Expected Result/Impact: Lesson plans; Student participation; Communication of events Staff Responsible for Monitoring: Principal; Teachers; Counselors; CTE Director	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the number of teachers attending AP professional development; Facilitate vertical team meetings for teachers who teach Pre-AP and AP classes Strategy's Expected Result/Impact: Higher AP exam scores; Longitudinal data; Increased student participation; Teacher and student feedback Staff Responsible for Monitoring: Secondary Coordinators; Principal	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase the number of students pursuing a post-secondary education by earning college credits while still in high school; Increase student participation in Dual Credit and AP courses Strategy's Expected Result/Impact: Data comparison; Course grades Staff Responsible for Monitoring: Principal; Secondary Coordinators; Counselors	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
Strategy 6: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, college fair (Sept. 13, 2023) and partnerships with local colleges and universities. Strategy's Expected Result/Impact: Sign-in sheets; Handouts; Newsletters; Assistance with enrollment to universities Staff Responsible for Monitoring: Administrators; Counselors; Teachers	Formative		
	Nov	Feb	June
	N/A		

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide Credit Recovery program, learning recovery, and accelerated learning for at-risk students to prevent failure/dropout Strategy's Expected Result/Impact: Develop plan with guidelines; Implement plan; Reduction in failures and dropouts Staff Responsible for Monitoring: Principal; Secondary Coordinators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	N/A		
Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze out-of-class placements (OCS, DAEP, Suspensions) to ensure that no student group is overrepresented. Identify populations and proactively develop plan to address concerns and reach out to these students. Strategy's Expected Result/Impact: Reduction in overrepresentation of Educationally Disadvantaged and Special Education Staff Responsible for Monitoring: Principal, APs, Counselors, DAEP Director, Special Education Director Title I: 2.4, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
	N/A		
Strategy 9 Details	Formative Reviews		
Strategy 9: Offer Texas College Bridge courses for seniors that have not earned their CCMR point, allowing them to earn their TSIA exemption and show college readiness Strategy's Expected Result/Impact: Increased CCMR percentage Student exemptions for TSIA College-ready seniors, removing the need for remedial courses in college Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		
Strategy 10 Details	Formative Reviews		
Strategy 10: Senior students will compose and submit essays for college scholarships and complete ApplyTexas during their senior English classes. Strategy's Expected Result/Impact: Increased college acceptance Increased scholarships earned by our students Staff Responsible for Monitoring: Principal, APs, Senior English teachers	Formative		
	Nov	Feb	June
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Nederland High School will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.





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

High Priority

HB3 Goal

Evaluation Data Sources: TAPR, CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant Strategy's Expected Result/Impact: Monitor CTE Program effectiveness Staff Responsible for Monitoring: CTE Director	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses Strategy's Expected Result/Impact: Meeting agendas; Sign-in sheets Staff Responsible for Monitoring: CTE Director	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the CTE Facebook page and campus and district webpages to communicate information to both students and their parents for CTE and scholarship opportunities; Provide upcoming dates for meeting on CTE and scholarship information Strategy's Expected Result/Impact: Posted at the start of the school year and updated as needed Staff Responsible for Monitoring: CTE Director, Principal, Counselors, APs Title I: 4.1, 4.2	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide students access to the community; Invite area professionals or community groups to come to the school to share experiences and opportunities in their field; Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting Strategy's Expected Result/Impact: Visitation logs Staff Responsible for Monitoring: Principal, CTE Director, Counselors, Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Develop Programs of Study where the CTE Advanced-Level courses offer an Industry-Based Certification (IBC) Strategy's Expected Result/Impact: Increased number of students earning an IBC Staff Responsible for Monitoring: CTE Director, CTE Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
Strategy 6: Pay one test fee per student for Industry-Based Certifications (IBCs) tests Strategy's Expected Result/Impact: Increased number of students earning an IBC Staff Responsible for Monitoring: CTE Director	Formative		
	Nov	Feb	June
	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Nederland High School will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

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

High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase enrollment and rigor in advanced coursework to prepare students for AP and Dual Credit courses Strategy's Expected Result/Impact: Increase number of students earning credit for AP and Dual Enrollment Staff Responsible for Monitoring: Counselors, Principals, Curriculum Coordinators	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer Dual Enrollment courses in CTE Programs of Study Strategy's Expected Result/Impact: Increased number of students earning credit for dual enrollment Staff Responsible for Monitoring: Principal, Secondary Coordinators, Counselors, CTE Director	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA2) for students Strategy's Expected Result/Impact: Increased number of students eligible for dual enrollment Staff Responsible for Monitoring: Principal, Counselors, Secondary Coordinators	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Nederland High School will pay for all students enrolled in AP courses to take their AP exams. Strategy's Expected Result/Impact: Increased participation in AP exams Increased success on AP exams Staff Responsible for Monitoring: Principal; APs, Curriculum Coordinators, Counselors, AP Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to communicate information to students and their parents about benefits of Dual Enrollment and/or AP courses Strategy's Expected Result/Impact: Increased enrollment in Dual Enrollment and AP courses Staff Responsible for Monitoring: Administrators, Counselors, CTE Director, Teachers	Formative		
	Nov	Feb	June
	N/A		
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: Nederland High School will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.





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

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

Strategy 1 Details	Formative Reviews		
Strategy 1: 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: Administrators, Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, TEKS Resource System, Higher-Order Thinking Skills (HOTS), 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: Administrators, Curriculum Coordinators Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase overall student progress by focusing on data-driven instruction (Eduphoria) that targets the use of ongoing monitoring of instruction; Teachers will be included in the development of instruction and assessments. Strategy's Expected Result/Impact: Development of CBAs; Data analysis by teachers and administrators; PLCs with intentional planning from the data; Increased student growth Staff Responsible for Monitoring: Principal, APs, Curriculum Coordinators, Teachers	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate technology-enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS) Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Nederland High School will enhance instruction and use supplemental software programs, including, but not limited to: Aware, TEKS Resource System, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Increased student growth; Increased graduation rate Staff Responsible for Monitoring: Principal, APs, State and Federal Programs Coordinator, Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 7 Details	Formative Reviews		
Strategy 7: 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: Administration Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
	N/A		
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

Goal 1: Nederland High School will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

Performance Objective 5: Nederland High School will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2023 following HB4545 guidelines as revised by SB1416.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Accelerated Instruction opportunities throughout the Fall and Spring semesters Strategy's Expected Result/Impact: Improved performance of STAAR Assessments; Improved student achievement; Enhanced growth opportunities for students Staff Responsible for Monitoring: Principal, APs, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability	Formative		
	Nov	Feb	June
	N/A		
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 goals Staff Responsible for Monitoring: Principal, APs, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze STAAR EOC and Benchmark data to determine effectiveness of Accelerated Instruction Strategy's Expected Result/Impact: Improved STAAR EOC performance; Improved student growth and achievement Staff Responsible for Monitoring: Principal, Secondary Coordinators, Asst. Supt. for C & I Title I: 2.4, 2.5, 2.6, 4.2 - Results Driven Accountability	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 2: Nederland High School will recruit and retain dedicated, quality personnel and provide a safe working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1: Nederland High School will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

High Priority

Evaluation Data Sources: Increase staff retention as identified on the TAPR report.

Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementing Campus Professional Learning Communities (PLCs) Strategy's Expected Result/Impact: Improved staff knowledge of the students; Increased use of new instructional strategies; Increased student achievement; Improved campus climate and culture Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue monthly employee recognition program (EOM wall near front office with names and pictures, monthly appreciation "goodies" for all staff, affirmation notes, etc.) Strategy's Expected Result/Impact: Increased faculty/staff morale; Staff recognitions Staff Responsible for Monitoring: Administrators, Process Champions	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Review all positions as they become vacant to determine the needs of the campus Strategy's Expected Result/Impact: Staff efficiency to meet the needs of our students Staff Responsible for Monitoring: Principal, Directors	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Campus Communications Committee (CCC) will assist in creating two-way communication between employees and the campus administration while bringing forward ideas, questions and concerns from employees. Strategy's Expected Result/Impact: Improved communication between administration and staff in areas of concern or need; Agendas/Minutes; Sign-in sheets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
	N/A		
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 Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
	N/A		
Strategy 6 Details	Formative Reviews		
Strategy 6: Based on walkthroughs and observations through TTESS, recognize and prepare exemplary teachers to 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; Campus professional development agendas; Sign-in sheets; TTESS results Staff Responsible for Monitoring: Administrators Title I: 2.5	Formative		
	Nov	Feb	June
	N/A		
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: Professional learning opportunities to "grow" and develop leaders to help increase student achievement and staff proficiency in delivery instruction Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
	N/A		
Strategy 8 Details	Formative Reviews		
Strategy 8: Conduct annual Campus Climate Survey with faculty and staff Strategy's Expected Result/Impact: Use of results to improve factors related to the retention and recruitment of teachers Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Nederland High School 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: Implement additional safety measures to ensure student and staff safety.

Strategy 1 Details	Formative Reviews		
Strategy 1: All exterior doors will remain locked during the instructional day, requiring all visitors to enter and check-in through the front office entrance. Strategy's Expected Result/Impact: Administrators and SRO perform weekly exterior door checks ensuring doors are locking properly and functioning correctly. Staff Responsible for Monitoring: Principal, APs, Security personnel	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: As a best practice, classroom doors will be locked during classroom instruction. Upon morning check-in, each substitute teacher will be issued a master classroom key to ensure the door can be locked. Strategy's Expected Result/Impact: Random checks of classroom doors Staff Responsible for Monitoring: Principal, APs, Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a schedule at the start of the school year for all safety drills to be held during the school year; Routinely perform the safety drills; Conduct After-Action Reviews (AARs) of the drill and develop improvement plans based on the results of the AARs. Strategy's Expected Result/Impact: Improved effectiveness of the safety drills; Improved preparedness for emergency events Staff Responsible for Monitoring: Principal; APs	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule and perform safety audits to identify areas for improvement Staff Responsible for Monitoring: Principal; APs	Formative		
	Nov	Feb	June
	N/A		

Strategy 5 Details	Formative Reviews		
Strategy 5: All students will be issued a school ID that they will be required to wear at all times while on campus. Strategy's Expected Result/Impact: Increased campus security Staff Responsible for Monitoring: APs, Librarian ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Goal 2: Nederland High School 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 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: Increased positive school culture; Decreased discipline referrals; Improved attendance rate; Address social and emotional needs of students Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor successful implementation of CKH in the classrooms Strategy's Expected Result/Impact: Development and posting of social contracts; Decrease in discipline referrals; Increased attendance rate; Address social and emotional needs of students Staff Responsible for Monitoring: Principal, APs, Teachers	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide support for teachers implementing CKH with professional learning "Winning Culture" in November of 2023 Strategy's Expected Result/Impact: Increased fidelity of CKH implementation; Decreased discipline referrals; Increased attendance; Address social and emotional needs of students Staff Responsible for Monitoring: Principal, APs, Secondary Coordinators, Asst. Supt. for C & I	Formative		
	Nov	Feb	June
	N/A		

Strategy 4 Details	Formative Reviews		
Strategy 4: To support continued positive behavior, students "caught" going above and beyond for the campus will be given an Extra Degree Ticket. Strategy's Expected Result/Impact: Improved student behavior and campus culture Staff Responsible for Monitoring: Administration, Teachers, Counselors ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
	N/A		
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Goal 2: Nederland High School 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: 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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13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

2023-2024 CPOC

Committee Role	Name	Position
Administrator	Natalie Gomez	Principal
Parent	Lara Comeaux	Parent
Parent	Stephanie Garsea	Parent
Community Representative	Richard Hebert	Community Representative
Community Representative	Jana Bartz	Community Representative
Business Representative	Dr. Whitney Gomez	Business Representative
Non-classroom Professional	Brandy Roy	Assistant Principal
District-level Professional	Stephanie Sandwell	Secondary Curriculum Coordinator
Classroom Teacher	Catherine Baker	Classroom Teacher
Classroom Teacher	Levi Morris	Classroom Teacher
Classroom Teacher	Steven Nelson	Classroom Teacher
Paraprofessional	Julie Blackwell	Bookkeeper