Nederland Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

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

Vision

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

Core Beliefs

Nederland ISD Belief System:

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The District Educational Improvement Council (DEIC) Met on November 12, 2020 to review and provide input in the District Improvement Plan. Due to COVID-19 there were no State Assessments given in the Spring of 2020, therefore much of the data and needs will be based on the 2018-19 Texas Academic Performance Report (TAPR).

Nederland ISD is located in Southeast Texas in the heart of Jefferson County. It is easily accessed by Highway 69 and Interstate 10 between Beaumont and Port Arthur, Texas. Nederland ISD less than 100 miles from Houston and less than 50 miles from the Louisiana border. With a current enrollment of 5018 students, Nederland Independent School District is the largest employer in the city.

Nederland ISD educates approximately 5018 students in the 8 campuses:

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

The District and Campus Student Demographics are as follows:

District Demographics 2019 PEIMS Reporting												
	AA	**His**	**White**	**Am Ind**	**Asian**	**Two or More**	**Sped**	**504***	**Eco Dis***	**LEP**	**GT**	**At Risk**
District	9.3%	27.4%	53.9%	0.5%	6.5%	2.3%	11.7%	8.3%	49.6%	8.9%	4.4%	33.9%
High School	8.5%	25.7%	56.2%	0.6%	7.5%	1.5%	12.2%	12.1%	46.8%	3.8%	3.3%	34.9%
Central M S	17.7%	30.8%	41.9%	0.7%	7.8%	1.2%	10.6%	9.1%	55.8%	11.9%	5.0%	38.6%
Wilson M S	4.7%	23.6%	65.3%	0.4%	3.8%	2.2%	11.0%	10.1%	43.7%	5.4%	4.9%	35.2%
Highland	8.0%	26.7%	58.0%	1.0%	3.3%	3.1%	12.2%	4.2%	49.4%	9.6%	2.7%	34.3%
Hillcrest	16.0%	37.4%	30.8%	0.3%	11.1%	4.2%	10.1%	4.9%	67.5%	26.4%	3.6%	41.0%
Helena	5.7%	22.7%	63.6%	0.2%	6.0%	1.8%	13.2%	4.5%	35.5%	5.2%	6.6%	23.4%
Langham	3.0%	27.9%	59.9%	0.2%	4.3%	4.6%	13.2%	4.4%	56.5%	7.1%	6.4%	24.9%

*based on 2020 data

The average student-teacher ratio for Nederland ISD is 15.1 to 1. The annual dropout rate for students in grades 9-12 is 0.7% (based on the 17-18 graduating class. 62.5% of the districts graduating seniors (class of 2018) took the SAT or ACT college entrance exams with scores well above state and national averages.

Nederland ISD Teacher Demographics

Nederland ISD teacher experience compared to the state.

	Number Of Teachers	District	State
Beginning Teachers	12.8	3.5%	7.0%
1-5 Years Experience	76.4	21.0%	28.9%
6-10 Years Experience	58.0	15.9%	19.0%
11-20 Years Experience	113.3	31.1%	29.3%
Over 20 Years Experience	103.4	28.4%	15.7%

Nederland ISD Teacher Demographics are as follows: 1.1% African American; 7.9% Hispanic; 88.0% White; 0.5% American Indian; 1.6% Asian; and 0.8% Two or More Races.

Nederland ISD's teacher turnover rate is 10.3% compared to the state's turnover rate of 16.5%.

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

Demographics Strengths

Nederland ISD is comprised of a diverse student population.

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

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

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Nederland ISD received an A rating.

DUE TO COVID-19 ALL SCHOOLS IN TEXAS WERE NOT RATED.

Nederland ISD Student Achievement : Domain 1

Strengths: Graduation Rate, College, Career and Military Readiness, and STAAR: Social Studies, Math, Science, and ELA/Reading

Opportunities for Growth: STAAR: Writing

	2018	2019	
Approaches	81%	83%	+2
Meets	53%	55%	+2
Masters	23%	26%	+3

School Progress Domain

Part A: Student Growth - Reading & Math

School Progress, Part A: Student Growth includes all assessments with STAAR progress measure. District and campuses earn credit for results that **maintain proficiency** or **meet growth expectations** on STAAR.

0 Points= 972 Tests

.5 Points= 560 Tests

1 point= 2608 Tests

Total: 4140 Tests

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0 Points: 972

DNM to DNM= 218 Tests

Approaches to DNM= 152 Tests

Meets to Approaches= 273 Tests

Masters to Meets= 237 Tests

Masters to Approaches= 68 Tests

Meets to DNM= 22 Tests

Masters to DNM= 2 Tests

School Progress Domain Part B: Relative Performance

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

Nederland ISD Scaled Score: 2018-2019

80 to 91 +11 A

ED% 45.9

Closing the Gaps: Domain III (Federal Accountability): CCMR, ELP Status and Academic Achievement (Meets Level)

Strength: Opportunity for Growth: Federal Graduation Rate (Addendum: Manual p.36)

(90% Student groups that are at or above 90% are required to exceed that rte by at least a tenth of a percent in the following years. EX: 92.5 to 92.6; ESSA Plan: USDE Rule - Continuous Improvement)

2018 to 2019 81 to 88 +7

TO COVID-19 TERE WERE NO RATINGS ISSUED FOR THE TEXAS SCHOOLS FOR 2019-2020.

2019 Accountability Ratings Overall Summary: 8/22/2019

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
Eco. Dis. %	45.9	37.8	58.2	42.3	36.	46.1	63.1	52.6

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
OVERALL	A 90	A 91	C 79	B 82	B 89	B 86	B 87	A 91
STUDENT ACHIEVEMENT	A 90	A 92	C 78	B 83	A 90	A 91	B 85	A 92
STAAR Performance	86	90	78	83	90	91	85	92
College, Career and Military Readiness	94	94						
Graduation Rate	90	90						
SCHOOL PROGRESS	A 91	B 86	B 81	C 79	B 81	B 87	B 88	A 91
Academic Growth	B 80	B 82	D 69	C 77	B 80	C 74	B 88	B 86
Relative Performance (Eco. Dis)	A 91	B 86	B 81	C 79	B 81	B 87	B 87	A 91
Closing the Gaps	B 89	B 88	C 73	C 79	B 88	C 75	B 84	B 89

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
DISTINCTIONS		Science		ELA/Reading	ELA/Reading	ELA/Reading	ELA/Reading	ELA/Reading
							Mathematics	Mathematics
				Comparative	Comparative	Comparative	Comparative	Comparative
				Academic	Academic	Academic	Academic	Academic
				Growth	Growth	Growth	Growth	Growth
						Postsecondary Readiness	Postsecondary Readiness	Postsecondary Readiness
		Comparative Closing the Gaps			Comparative Closing the Gaps		Comparative Closing the Gaps	Comparative Closing the Gaps

Nederland Independent School District and all campuses "Met Standard" according to the Texas Education Agency 2019 Accountability Ratings.

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Dis a
2017	93.4	92.6	89.6	93.8	100.0	100.0	86.1	88.8
2016	955	90.5	98.3	95.0	100.0	88.9	92.3	92.3

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Dis a
2016	96.9	90.5	98.3	96.7	100.0	100.0	94.7	95.6
2015	97.3	100.0	96.5	96.8	100.0	100.0	95.0	95.9

AVERAGE SAT SCORE 2017: 1042

AVERAGE SAT SCORE 2016: 1401

AVERAGE ACT SCORE 2017: 20.7

AVERAGE ACT SCORE 2016: 21.6

ADVANCED DUAL-CREDIT COURSE COMPLETION 2017: 27.3

ADVANCED DUAL-CREDIT COURSE COMPLETION 2016: 25.0

Student Learning Strengths

When data for grades 3-8 are analyzed individually, NISD students performed equal to or outperformed the state in all tested areas but two: fifth grade Science and seventh grade Reading. When End-of-Course data are reviewed, NISD students outperformed the state in each content area tested.

Once again this year the district as well as all our campuses earned the "Met Standard" rating in the state accountability system! This is the highest rating that can be earned by any campus. In total twenty distinction designations were earned by Nederland ISD campuses.

Nederland ISD Student Achievement : Domain 1

Strengths: Graduation Rate, College, Career and Military Readiness, and STAAR: Social Studies, Math, Science, and ELA/Reading

Opportunities for Growth: STAAR: Writing

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School Progress Domain

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Math-Strength

School Progress Domain Part B: Relative Performance

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

Nederland ISD Scaled Score: 2018-2019

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ED% 45.9

Strength: CCMR, ELP Status and Academic Achievement (Meets Level)

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2018 to 2019 81 to 88 +7

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3 (Prioritized): All campuses in NISD did not meet all campus performance objective targets for 2018-2019. **Root Cause:** The need to deepen understanding of data analysis and addressing specific academic needs of all students.

Problem Statement 4: Consolidated Grant Application: Students in Special Education and English Language Learners across the district are under performing in comparison to other student groups. **Root Cause:** We need to deepen the support data analysis and data-driven instruction. We need to strengthen the connection between staff development plans and data.

Problem Statement 5: Failure of the District Professional Learning Communities monthly training disseminated on each campus with fidelity.. **Root Cause:** Inconsistency of the Professional Learning Communities on each campus.

District Processes & Programs

District Processes & Programs Summary

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

Beginning with personnel, Nederland ISD currently has 100 percent of all staff members meeting the highly qualified status. However, the turnover rate for Nederland ISD is 10.3 percent which is significantly lower than the state at 16.5 percent. The average years of experience of Nederland teachers is 14.6 years compared to 11.1 years across the State. The average experience with the District is 10.0 years compared to 7.2 years across the State. Fifty four members of our staff or 14.9 percent hold a Masters degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain high 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.
- Continue implementation of RtI to support students in acquiring the concepts being taught.
- Address concerns identified in the Special Education, RtI, Gifted and Talented, Bilingual/ESL, 504 and dyslexia program evaluations.
- Implement SLO/TTESS/TPESS.
- 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.

Gifted and Talented Education (GT):

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

Curriculum and Instruction:

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

ESL:

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

English Language Learners and students with disabilities.
- to provide adequate planning time and support for our teachers throughout the year.

Special Education:

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

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 icloud 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 ISD 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. Nederland ISD 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 ISD envisions a technology rich learning environment where administrators can demonstrate a vision for maximizing student achievement and staff productivity, integrate technology into procedures and guides 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.

The Nederland ISD Technology Plan 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.

Nederland ISD completed the three year roll-out of a 1:1 initiative with hardware, professional learning for staff, and support structures due to the occurrence of COVID 19 forcing the implementation of the plan into fruition during the Spring and Summer of 2020.

District Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths

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

Human Resources:

- Collaboration with Technology Department to implement electronic on boarding for professional and paraprofessional new hires.
- Collaboration and information sharing with area districts.
- On-site badging.

- NISD attends several Career Fairs to recruit potential applicants.
- Online applications for Operations.
- New Teachers are supported through the NIT and mentor assigned.

Leadership Development:

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

Curriculum and Instruction:

- Provide teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Differentiate support to struggling campuses through the Monitor Schools process.
- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.
- Provide professional development for teachers in designing and delivering high quality virtual lessons for online learners.

Career and Technical Education (CTE):

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

Gifted and Talented Education (GT):

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

Educational Support Services: Building Instructional Capacity

- Collaborating with- in and out of the district experts, as a department we continue to work toward successful, high quality and rigorous instruction to ensure quality learning of English Language Learners 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 English Language Learners and students with disabilities continued to be a strong focus in the 2020-2021 school year.
- Provide professional development in meeting the needs of our virtual learners.

Problem Statements Identifying District Processes & Programs Needs

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

Problem Statement 2 (Prioritized): 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..

Problem Statement 3: Teachers, administrators and instructional aides need continual opportunities for staff development. **Root Cause:** Professional Learning is essential for all staff in an effort to improve student achievement and the learning environment.

Problem Statement 4: Recruiting highly qualified staff for high need staffing areas. **Root Cause:** Teacher shortage in these areas due to retirements and lack of new candidates.

Problem Statement 5: Nederland ISD budget concerns during COVID 19 due to reduced attendance causing staff compensation considerations. **Root Cause:** Recruiting certified and highly qualified teachers requires a competitive compensation plan and the money to fund it.

Problem Statement 6: HB3 requires training for mentor teachers involving new professional development plans to support the mentors and the new teachers the mentors assist. **Root Cause:** Support for new teachers to help retain them past the initial three years.

Problem Statement 7: Improve and maintain high staff morale while dealing with the demands of teaching during COVID 19. **Root Cause:** The new demands and stress placed on the staff by working during a pandemic have lowered staff morale.

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

Problem Statement 9: Students not planning for CCMR. **Root Cause:** The cost of the SAT, ACT, and TSIA prohibits economically disadvantaged students from taking the assessments.

Perceptions

Perceptions Summary

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Dis a
2017	93.4	92.6	89.6	93.8	100.0	100.0	86.1	88.8
2016	955	90.5	98.3	95.0	100.0	88.9	92.3	92.3

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Dis adv	EL (current)
2016	96.9	90.5	98.3	96.7	100.0	100.0	94.7	95.6	*
2015	97.3	100.0	96.5	96.8	100.0	100.0	95.0	95.9	80.0

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

District Discipline Reports by Codes

Code	All Students	Sp.Ed.	Hispanic	American Indian	Asian	African American	Hawaiian/Pacific Islander	White	Two or More Races
Marijuana	6	2	2	0	0	0	0	4	0
Alcohol	2	0	0	0	0	0	0	2	0
Student Code of Conduct	436	84	102	1	3	86	0	235	9
Terroristic Threat	5	2	1	0	0	1	0	3	0
Assault against school employee	3	2	0	0	0	0	0	3	0
Assault against other	2	2	0	0	0	1	0	1	0
Aggravated Assault against other	1	0	0	0	0	0	0	1	0
Fighting/Mutual Combat	35	11	9	0	0	15	0	11	0

District Culture and Climate

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

An Employee Engagement Survey was conducted spring 2019. Another Employee Engagement Survey will be conducted in Spring, 2021.

Parent and Community Engagement Summary

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

Perceptions Strengths

Areas of Needs for Parent and Community Involvement

Areas of need include the following:

- Increase business partnerships
- Increase donations
- Plan and implement District and each Campus Unity Project
- Increase District Communication
- Increase Social Media usage; including Spanish social media and website

District Culture and Climate Strengths

Moving into the 2020-2021 School year, the district is focused on the following:

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

District Discipline and Conflict Resolution

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Character Education Program is not implemented district wide. **Root Cause:** The Core Values education program has not been implemented at high

school as required by HB 1026.

Problem Statement 3: Increase in classroom removal of specific sub populations. **Root Cause:** Inconsistency of implementation of campus and classroom expectations and corrective responses.

Priority Problem Statements

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

Root Cause 1: We need to continue to 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: All campuses in NISD did not meet all campus performance objective targets for 2018-2019.

Root Cause 2: The need to deepen understanding of data analysis and addressing specific academic needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.

Root Cause 3: We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: Within the district, there has been an increase in the number of students in need of additional services.

Root Cause 5: Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Students and teachers need to have the capability to teach and learn with up-to-date technology.

Root Cause 6: 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..

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Relational capacity growth needed to address student academic needs.

Root Cause 7: A better understanding of the culture and needs of the sub populations within the district.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

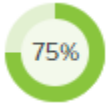
Revised/Approved: October 27, 2020

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, 2021, all elementary campuses in NISD will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2021 Reading Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

	Formative Reviews		
	Dec	Mar	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Campus Administers, District Administrators, Teachers **Results Driven Accountability** **Problem Statements:** Student Learning 1			
Strategy 2: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) **Strategy's Expected Result/Impact:** Student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum and Instruction, Principals, Elementary Curriculum Coordinator **Problem Statements:** Demographics 1 - Student Learning 1			
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Education Galaxy, IStation, My Virtual Reading Coach, and Pathblazer. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Administrators, Interventionists, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Results Driven Accountability** **Problem Statements:** District Processes & Programs 2			

	Formative Reviews		
Strategy 4: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient. **Strategy's Expected Result/Impact:** Increase in student growth in reading **Staff Responsible for Monitoring:** State and Federal Program Coordinator, Principals, Teachers **Results Driven Accountability** **Problem Statements:** Student Learning 1	**Dec**	**Mar**	**June**
	50%		
Strategy 5: Modify school day to allow time for interventions provided by campus level interventionists. **Strategy's Expected Result/Impact:** Student growth in reading **Staff Responsible for Monitoring:** Principals, Interventionist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** Demographics 1	**Dec**	**Mar**	**June**
	100%	100%	100%
Strategy 6: Create and fill position for Dyslexia Specialist to design and monitor the campus implementation of the District Dyslexia Handbook. **Strategy's Expected Result/Impact:** Earlier identification of students with dyslexia Increase of student growth in reading **Staff Responsible for Monitoring:** Student Services Director, Dyslexia Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** Student Learning 1 - District Processes & Programs 1	**Dec**	**Mar**	**June**
	100%	100%	100%
Strategy 7: Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program. **Strategy's Expected Result/Impact:** Increased student growth in reading **Staff Responsible for Monitoring:** Elementary Curriculum Coordinator, Principals, Teachers **Problem Statements:** Student Learning 2	**Dec**	**Mar**	**June**
	40%		
Strategy 8: Identify campus level principals and interventionists to attend Reading Academies. **Strategy's Expected Result/Impact:** Increase student growth in reading **Staff Responsible for Monitoring:** State and Federal Program Coordinator Elementary Coordinator Principals	**Dec**	**Mar**	**June**
	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning

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

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

District Processes & Programs

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

Problem Statement 2: 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..

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, 2021, all elementary campuses in NISD will meet performance objective targets as outline in the Campus Improvement Plans. administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2021 Math Assessment will be at a minimum of 59% meeting grade level in all student population groups.

HB3 Goal

Evaluation Data Sources: STAAR Data and Accountability Results

	Formative Reviews		
	Dec	Mar	June
Strategy 1: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.. **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Assistant superintendent for C&I, Elementary Coordinator, Principals, Teachers **Problem Statements:** Demographics 1	50%		
Strategy 2: Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP) **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Principals, Teachers **Problem Statements:** Demographics 1	40%		
Strategy 3: Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Education Galaxy, IStation, and Pathblazer. **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Elementary Curriculum Coordinator, Principals, Interventionists, Teachers	100%	100%	100%
Strategy 4: Modify school day to allow time for interventions provided by teachers and campus level interventionists. **Strategy's Expected Result/Impact:** Increased student growth in math **Staff Responsible for Monitoring:** Principals, Teachers, Interventionists **Problem Statements:** Demographics 1	100%	100%	100%

Strategy 5: Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program. **Strategy's Expected Result/Impact:** Increased in student growth in math **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Curriculum **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Problem Statements:** Student Learning 1, 2	**Formative Reviews**		
	Dec	**Mar**	**June**
	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning
Problem Statement 1: The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause**: We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
Problem Statement 2: Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. **Root Cause**: As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

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

Performance Objective 1: Nederland ISD will increase the percent of students achieving college and career readiness by 1% during the 2020-2021 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

	Formative Reviews		
	Dec	Mar	June
Strategy 1: 1) Monitor enrollment of students in Avid classes in grades 7 and 8. **Strategy's Expected Result/Impact:** Number of AVID students increase **Staff Responsible for Monitoring:** Middle School Administrators, High School Assistant Principal,AVID Coordinator **Title I Schoolwide Elements:** 2.4, 2.6 - **Equity Plan** **Problem Statements:** Demographics 1			
Strategy 2: Continue to provide SAT class for high school students. Use Edgenuity for students to prepare for SAT. **Strategy's Expected Result/Impact:** Increase Student Participation **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, High School Principal			
Strategy 3: Provide funding through HB-3 guidance for PSAT, SAT, ACT, TSIA. **Strategy's Expected Result/Impact:** PSAT, SAT, ACT, TSIA results Increase enrollment in AP courses and dual enrollment courses **Staff Responsible for Monitoring:** Secondary Coordinators, Counselors **Title I Schoolwide Elements:** 2.4 - **Equity Plan**			
Strategy 4: Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Freshmen students research colleges through their English Language Arts Class. **Strategy's Expected Result/Impact:** Lesson Plans; Student Participation; Communication of Events **Staff Responsible for Monitoring:** Principals, Teachers, Counselors, CTE Director			

	Formative Reviews		
	Dec	Mar	June
Strategy 5: Increase the number of teachers attending AP professional development, including middle school students. Continue study groups for students. Facilitate vertical team meetings for teachers who teach pre AP and AP classes. **Strategy's Expected Result/Impact:** AP Exam Scores, longitudinal data, Student participation Teacher and student feedback **Staff Responsible for Monitoring:** Secondary Coordinator, High School Principal	20%		
Strategy 6: Increase the number of students pursuing a post secondary education by earning college credits while still in high school. Increase student participation in Dual Credit, and AP courses. Investigate on-line courses for college credit **Strategy's Expected Result/Impact:** Data Comparison Course grades **Staff Responsible for Monitoring:** High School Principal, Secondary Content Coordinator, Counselors	35%		
Strategy 7: Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities. **Strategy's Expected Result/Impact:** Sign-in sheet Handouts Newsletters Assistance with in enrollment to universities **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors	40%		
Strategy 8: Provide Credit recovery program, learning recovery, accelerated learning for at-risk students to prevent failure/drop-out. **Strategy's Expected Result/Impact:** Develop plan with guidelines. Implement Plan. Reduction in failures and drop-outs **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Principals, Curriculum Coordinators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	35%		
Strategy 9: 9) District and Campus committees will analyze out of class placement(OCS, DAEP, Suspension) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students. **Strategy's Expected Result/Impact:** Reduction in over representation of Economically Disadvantaged & Special Education **Staff Responsible for Monitoring:** Principals, Director of the Alternative Campus, Assistant Superintendent for C&I, Director for Special Education **Title I Schoolwide Elements:** 2.4, 2.6 - **Results Driven Accountability** **Problem Statements:** Perceptions 1	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Perceptions

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 within the district.

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

Performance Objective 2: Nederland ISD will increase the percent of students earning Industry-Based Certifications by 1% during the 2020-2021 school year.

Targeted or ESF High Priority

HB3 Goal

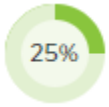
Evaluation Data Sources: TAPR, CCMR Plan

	Formative Reviews		
	Dec	Mar	June
Strategy 1: 1) Develop multiple delivery methods to provide CTE information to students and parents. Offer Career and College Readiness Class at middle schools Administer interest inventories to 8th grade students to assist in course selections(SP) **Strategy's Expected Result/Impact:** 7th and 8th grade students informed about CTE courses, certifications in planning for high school and post high school **Staff Responsible for Monitoring:** CTE Director, Middle School Curriculum Coordinator, Secondary Counselor, Principals, Assistant Superintendent for C&I	10%		
Strategy 2: 2) Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant. **Strategy's Expected Result/Impact:** Monitor CTE Program Effectiveness **Staff Responsible for Monitoring:** Director for CTE	75%		
Strategy 3: Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses **Strategy's Expected Result/Impact:** Meeting Agendas and sign-in sheets **Staff Responsible for Monitoring:** Director for CTE	50%		
Strategy 4: Utilize the CTE Facebook page as well as Twitter in communicating information to both students and parents for CTE and scholarship opportunities; also, provide upcoming dates for meetings on CTE and scholarship information. **Strategy's Expected Result/Impact:** Posted at the beginning of the school year and updated throughout the semester as needed **Staff Responsible for Monitoring:** Director for CTE, High School Principal, High School Assistant Principal, Counselors **Title I Schoolwide Elements:** 3.1, 3.2	30%		

	Formative Reviews		
	Dec	Mar	June
Strategy 5: Provide students access to the community. Invite area professionals or community groups to come to the schools to share experiences and opportunities in their field. Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting (SP). **Strategy's Expected Result/Impact:** Visitation Logs **Staff Responsible for Monitoring:** High School Principal, Counselors			

	Formative Reviews		
	Dec	Mar	June
Strategy 6: 6) Utilize Social Media to provide CTE and Scholarship information to students and parents. Utilize CTE and NHS Facebook and Twitter Page in communicating CTE programs and scholarship information to parents and students. Utilize CTE and NHS Facebook and Twitter page in communicating CTE programs and scholarship information to parents (SP) **Strategy's Expected Result/Impact:** Number of views Current Information Posted **Staff Responsible for Monitoring:** CTE Director Administrators **Title I Schoolwide Elements:** 2.6, 3.2			

	Formative Reviews		
	Dec	Mar	June
Strategy 7: Develop Programs of Study where the CTE Level 4 courses offer an Industry-Based Certification (IBC) **Strategy's Expected Result/Impact:** Increase the Industry-based Certifications for students to earn. **Staff Responsible for Monitoring:** CTE Director			

	Formative Reviews		
	Dec	Mar	June
Strategy 8: 8) Pay one test fee per student for Industry-Based Certifications (IBC) tests. **Strategy's Expected Result/Impact:** Increase the percent of students earning IBC's **Staff Responsible for Monitoring:** CTE Director			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Nederland ISD will increase the percent of students earning dual credit by 1% during the 2020-2021 school year.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TAPR
CCMR Plan

	Formative Reviews		
	Dec	Mar	June
Strategy 1: 1) Increase enrollment in advanced coursework in Middle School and High School to prepare students for Dual Enrollment Courses. **Strategy's Expected Result/Impact:** Increase number of students earning credit for Dual Enrollment. **Staff Responsible for Monitoring:** Counselors Principals Curriculum Coordinators	30%		
Strategy 2: 2) Develop a plan for offering dual enrollment courses in CTE Programs of Study. **Strategy's Expected Result/Impact:** Increase number of students earning credit for Dual Enrollment. **Staff Responsible for Monitoring:** Assistant Superintendent for C & I Principal Curriculum Coordinator Counselors	40%		
Strategy 3: 3) Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA) for 10th grade students. **Strategy's Expected Result/Impact:** Increase in the number of students eligible for dual enrollment. **Staff Responsible for Monitoring:** Principal Curriculum Coordinator Counselors **Equity Plan**	10%		
Strategy 4: 4) 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 investigate on-line courses for college credit **Strategy's Expected Result/Impact:** Data Comparison Course grades **Staff Responsible for Monitoring:** High School Principal Secondary Content Coordinator Counselors	40%		

Strategy 5: 5) Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities.	**Formative Reviews**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets Handouts Newsletters Assistance with in enrollment to universities **Staff Responsible for Monitoring:** Administrators Teachers Counselors	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

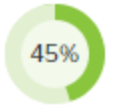
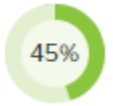
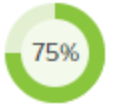
Performance Objective 4: Nederland ISD will increase opportunities for students to achieve college and career readiness by ensuring K-9 students show a minimum of one year's growth in reading and math.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data Results and Accountability Results

	Formative Reviews		
	Dec	Mar	June
Strategy 1: Utilize Flex-times for students who are at risk of failure in Reading and Mathematics. Add Pathway reading and math for 5-8th grade students for learning recovery **Strategy's Expected Result/Impact:** Increased growth on universal screening reports. Improved six week grades. Reduced failure rates **Staff Responsible for Monitoring:** Principal, Counselors, Teachers, Middle School Curriculum Coordinator **Problem Statements:** Demographics 1 - Student Learning 1	40%		
Strategy 2: Utilize Response to Intervention with fidelity **Strategy's Expected Result/Impact:** Student Growth: Increased student performance on universal screenings; Walk Through Data; **Staff Responsible for Monitoring:** Principals, Teachers, State and Federal Programs Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Learning 1	50%		
Strategy 3: 3) Use Region 5 Math and Science staff to provide coaching and training to teachers **Strategy's Expected Result/Impact:** Student growth on checkpoints, benchmarks and state assessment **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Curriculum Coordinators	20%		
Strategy 4: Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System **Strategy's Expected Result/Impact:** Increased Student Growth **Staff Responsible for Monitoring:** Teachers, Administrators	50%		

	Formative Reviews		
	Dec	Mar	June
Strategy 5: District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), Differentiation; data analysis; research-based instructional strategies and activities (SP) (DG) **Strategy's Expected Result/Impact:** Student Achievement Results, Agendas, Sign-in sheets **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Learning 2			
Strategy 6: Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC). (SP) (DG) **Strategy's Expected Result/Impact:** Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals			
Strategy 7: Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results (DG). **Strategy's Expected Result/Impact:** Review pre and post assessment data, Increase Student Growth **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			
Strategy 8: Continued Implementation of Student Success Initiative (SSI) to address individual needs and increase achievement. **Strategy's Expected Result/Impact:** STAAR Scores, Student Growth, Course grades **Staff Responsible for Monitoring:** Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			
Strategy 9: The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR, Renaissance Learning, Lexia, TEKS Resource System, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG) **Strategy's Expected Result/Impact:** Increase student growth **Staff Responsible for Monitoring:** Administrators, Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			
Strategy 10: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient., Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices or English language acquisition education. **Strategy's Expected Result/Impact:** Increase in student growth, Increase in Graduation Rate **Staff Responsible for Monitoring:** State and Federal Program Coordinator, Teachers, Principals			

	Formative Reviews		
	Dec	Mar	June
Strategy 11: Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. **Strategy's Expected Result/Impact:** Increase achievement growth for students with special needs; increase graduation rates for past year **Staff Responsible for Monitoring:** Director for Special Programs **Results Driven Accountability**	100%	100%	100%
Strategy 12: Provide Title 1 and Focus School guidance and oversight. **Strategy's Expected Result/Impact:** Develop and implement a plan to address the areas of concern, Increase student growth. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, State and Federal Programs Coordinator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	50%		
Strategy 13: Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA) **Strategy's Expected Result/Impact:** Develop and implement a plan to increase student growth **Staff Responsible for Monitoring:** Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

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

Student Learning

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

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

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

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

Targeted or ESF High Priority

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

	Formative Reviews		
	Dec	Mar	June
Strategy 1: Continue implementing District and Campus Professional Learning Communities (PLC). **Strategy's Expected Result/Impact:** PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture. **Staff Responsible for Monitoring:** District and Campus Leadership **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3			
Strategy 2: Continue monthly employee recognition programs and a quarterly newsletter about the positive happenings in our staff members lives. **Strategy's Expected Result/Impact:** Improve morale while recognizing the achievements of our staff both professionally and personally. **Staff Responsible for Monitoring:** Coordinator for Volunteers and Communication; Assistant Superintendent for Personnel and Auxiliary; Superintendent; Campus Administrators **Title I Schoolwide Elements:** 3.2			
Strategy 3: Review all positions as they become vacant to determine needs **Strategy's Expected Result/Impact:** Staff efficiency to meet the needs of our students. District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents, Principals, Directors **Title I Schoolwide Elements:** 3.1, 3.2			
Strategy 4: Develop a Mentorship Program for Teachers. Refine and continue implementation of New Teacher Induction (NTI) program (DG) **Strategy's Expected Result/Impact:** Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel; Assistant Superintendent for Curriculum and Instruction; Instructional Coordinators **Title I Schoolwide Elements:** 3.1, 3.2			

Strategy 5: Professional District Communications Committee (PDCC) will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.

Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets

Staff Responsible for Monitoring: Superintendent

Formative Reviews		
Dec	Mar	June
50%		

Strategy 6: Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. (SP) (DG)
Conduct monthly faculty meetings to showcase featured staff. (Criteria will vary by campus)

Strategy's Expected Result/Impact: Improve staff morale and efficiency through recognition of efforts.
Campus Staff Recognition Plan; Meeting Agendas

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2

Formative Reviews		
Dec	Mar	June
50%		

Strategy 7: Based on walkthroughs and observations through T- TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. Reward teachers successfully increasing rigor in the classroom. (SP)

Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students.
Campus Professional Development agendas; Sign-in sheets; facilitator lists; T-TESS results

Staff Responsible for Monitoring: Campus Administrators

Title I Schoolwide Elements: 2.5

Formative Reviews		
Dec	Mar	June
50%		

Strategy 8: Provide professional development opportunities to support district goals and professional growth for district personnel. (DG)

Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators:
District Leadership Team PLC
Assistant Principal PLC
Instructional Leaders PLC
Leadership Excellence Administrator Development (LEAD)

Strategy's Expected Result/Impact: Develop future leaders to help increase student achievement and staff proficiency in delivering instruction.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Campus administrators

Title I Schoolwide Elements: 3.2

Formative Reviews		
Dec	Mar	June
50%		

Strategy 9: Staffing will be compared to state to state recommended levels and similar districts to determine optimum performance by TASB in the Spring. Staffing levels will be reviewed locally and reported at the November Board Meeting.

Strategy's Expected Result/Impact: Appropriate staffing model to support our current student population and numbers., November report, Spring a TASB staffing report , TAPR Report

Staff Responsible for Monitoring: Superintendent; Assistant Superintendent for Personnel; Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Equity Plan**

Formative Reviews		
Dec	Mar	June
55%		

	Formative Reviews		
Strategy 10: A competitive compensation plan will be developed annually to recruit and retain quality personnel. (DG) **Strategy's Expected Result/Impact:** Retention and recruitment of highly qualified teachers, Analyze Retention Data and Employee Exit Data **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel	**Dec**	**Mar**	**June**
	100%	100%	100%
Strategy 11: Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese) **Strategy's Expected Result/Impact:** Recruitment of highly qualified teachers for the district, Travel Documents, List of potential applicants and their information **Staff Responsible for Monitoring:** Assistant Superintendent for Personnel	**Dec**	**Mar**	**June**
	50%		
Strategy 12: Conduct annual employee engagement survey (DG) **Strategy's Expected Result/Impact:** Use of results to improve factors related to the retention and recruitment of teachers. Results presented to the Board in November and April. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents **Title I Schoolwide Elements:** 3.2	**Dec**	**Mar**	**June**
	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

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

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

Problem Statement 3: All campuses in NISD did not meet all campus performance objective targets for 2018-2019. **Root Cause**: The need to deepen understanding of data analysis and addressing specific academic needs of all students.

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 2: 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.

	Formative Reviews		
	Dec	Mar	June
Strategy 1: Continue using the district-wide Professional Learning Advisory Committee (PLAC) to determine professional learning needs using the data analysis protocol. (SP) **Strategy's Expected Result/Impact:** Development of professional learning targeted to help teachers develop high quality interactive lessons to improve student learning. **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Coordinators	20%		
Strategy 2: Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLAC to identify district trends. (SP) **Strategy's Expected Result/Impact:** Identification of campus level professional development needs and district level trends for professional development. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I; District-wide Professional Learning Advisory Committee (PLAC)	25%		

Strategy 3: 3) Develop a professional development plan to meet our staff needs. The plan will include required professional development for new employees, district initiatives, and specialized training for each department. Professional Learning will be designed to provide opportunities such as: -multiple venues to learn the written, taught, and assessed curriculum aligned with State standards; -strategies for disaggregating and analyzing student data to inform instruction; -induction training for new teachers and administrators; -mentoring and instructional coaching for new and existing staff; -implementation of job-embedded learning; -opportunities to share ideas, best-practices, and successes; -capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. (DG) **Strategy's Expected Result/Impact:** The provision of professional learning structures communicated and delivered in a way that: reflects district vision and Board Policy; -aligns individual, campus, and district goals to promote student success; -is supported fiscally and philosophically by central administration; -promotes multiple forms of ongoing, differentiated professional learning; -integrates and implements research-based practices; and -recognizes needs of adult learners for choices and differentiation Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system. **Staff Responsible for Monitoring:** Assistant Superintendent for C&I Assistant Superintendent for Personnel Professional Learning Advisory Committee (PLAC) **Title I Schoolwide Elements:** 3.2	**Formative Reviews**		
	Dec	**Mar**	**June**
	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

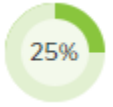
Goal 5: Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

Performance Objective 1: School Counselors will provide guidance and counseling to students that meet the needs of all students.

Targeted or ESF High Priority

Evaluation Data Sources: Counseling Data

Strategy 1: Continue to implement district character education as required by HB 1026, (Core Values). (SP) (DG)	**Formative Reviews**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students will gain an understanding and implement the character traits required by HB 1026 to be taught: *Trustworthiness (honesty, reliability, punctuality, and loyalty); *Integrity *Respect and Courtesy *Responsibility (accountability, diligence, perseverance, and self-control); *Fairness (justice and freedom from prejudice); *Caring (kindness, empathy, compassion, considerations, patience, generosity, and charity); *Good Citizenship (patriotism, concern for the common good and the community, and respect for authority and the law); *School pride; *Gratitude; and *Courage. Implementation of the program monitored through plans of how information is disseminated and walk-throughs. Social Media: Character Program information is evident throughout the community. **Staff Responsible for Monitoring:** Assistant Superintendent C&I,Campus Administrators, Counselors, Director of Student Services, Communication for Social Media **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Perceptions 1			

Strategy 2: Counselors will update and maintain the comprehensive vertically and horizontally aligned "Nederland ISD School Counselor Guide" based pm the Texas Model for Comprehensive School Counseling Program 5th edition. (DG)	**Formative Reviews**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Updated Nederland ISD Comprehensive Counseling Program Guide and address HB 18. **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Counselors **Title I Schoolwide Elements:** 2.4, 2.6, 3.2			

	Formative Reviews		
	Dec	Mar	June
Strategy 3: HB 18 requires counselors to expand their continuing education requirements to include: counseling students concerning mental health conditions and substance abuse, grief informed and trauma informed interventions, crisis management and and suicide prevention strategies. Also, counselors will attend professional development on academics, college and career readiness, personal graduation plans with current knowledge of CTE, Advanced Courses, Dual Enrollment, AP Courses and other areas as needed to support their work with students. **Strategy's Expected Result/Impact:** Increase student achievement, Decrease in referrals, Decrease in failures **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Principals, Counselors, Community in Schools **Title I Schoolwide Elements:** 2.5 - **Results Driven Accountability - Equity Plan** **Problem Statements:** District Processes & Programs 1 - Perceptions 1	50%		

	Formative Reviews		
	Dec	Mar	June
Strategy 4: According to HB 18 staff members will receive training on: *Suicide prevention; *Recognizing signs of mental health conditions and substance abuse; *Strategies for establishing/maintaining positive relationships among students; *How grief and trauma affect student learning; and *Preventing/identifying/responding to/reporting incidents of bullying. **Strategy's Expected Result/Impact:** Training provided to staff via multiple modalities and the number of students seen by counselors. Decrease in discipline referrals, counselor referrals, failures; Increase in student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent for C & I Campus Administrators Counselors Community in Schools **Title I Schoolwide Elements:** 2.6 - **Results Driven Accountability**	100%	100%	100%

	Formative Reviews		
	Dec	Mar	June
Strategy 5: Counselors will communicate information through various modes: bi-annual newsletter, website and parent nights. **Strategy's Expected Result/Impact:** Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed **Staff Responsible for Monitoring:** Assistant Superintendent C&I, Principals **Title I Schoolwide Elements:** 3.1, 3.2	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Perceptions

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 within the district.

Goal 5: Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

Performance Objective 2: School Guidance and Counseling will be implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase participation in postsecondary education.

Targeted or ESF High Priority

Evaluation Data Sources: Data Reports:
Decrease in drop out rates,
Increase in acceptance into post secondary education (military, trade school, college), and
Decrease failures.

	Formative Reviews		
	Dec	Mar	June
Strategy 1: To assist in planning for High School: Administer 8/9 PSAT to 8th grade students. (SP) (DG) The district will fund all Juniors and Seniors taking the SAT, ACT or TSI as noted in HB3. **Strategy's Expected Result/Impact:** Increase students taking Pre AP and AP courses All Seniors and Juniors will have access to take (SAT, ACT, TSI) to make informed decisions; CCMR **Staff Responsible for Monitoring:** Secondary Principals, Secondary Counselors **Title I Schoolwide Elements:** 2.4, 2.5 - **Equity Plan**	75%		
Strategy 2: 2) Develop multiple methods to help parents and students with scholarship applications and availability, for example: Texas, FASFA, NCAA clearing house, and scholarship application process. (SP) (DG) Also, Secondary parents will be provided information on: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid **Strategy's Expected Result/Impact:** Increase in Scholarships **Staff Responsible for Monitoring:** High School Counselors, High School Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2	50%		
Strategy 3: Develop multiple methods to help parents and students with scholarship applications and availability. In-Class instruction on scholarship application and essay practice. Jr. and Sr. English classes will spend 1 to 2 days to provide instruction and practice how to fill out a scholarship application and create an essay geared toward scholarship prompts. (SP) (DG) **Strategy's Expected Result/Impact:** Increased number of students receiving scholarships from the prior year Increased in the amount for funds received for scholarships from the year **Staff Responsible for Monitoring:** High School Principal, High School Counselors, Administration, English Department Head, JR and Sr. English Teachers, Community in Schools **Title I Schoolwide Elements:** 2.6	60%		

Strategy 4: 4) Counselors work with students to apply for scholarships by scheduling Scholarship Informational Night and Free Application for Federal Student Aid (FAFSA) Night to assist Parents in Completing, and Advancement Via Individual Determination (AVID) Parent Night. (DG). **Strategy's Expected Result/Impact:** Increased number of students receiving scholarships from prior year. Increase in the amount of funds received for scholarships from the previous year **Staff Responsible for Monitoring:** High School Principal, Counselors, AVID Coordinator, Assistant Principals, AVID Teacher **Title I Schoolwide Elements:** 3.2	**Formative Reviews**		
	Dec	**Mar**	**June**
	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

Performance Objective 3: 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 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]
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: Attendance Reports
Counselor Reports

Discipline Reports
Graduation Rates

Strategy 1: See "Federal and State Mandates" in Appendix	**Formative Reviews**		
	Dec	**Mar**	**June**
	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Dr.Stuart Kieschnick	Superintendent
Administrator	Dr. Steven Beagle	Assistant Superintendent
District-level Professional	Darrell Evans	High School Curriculum Coordinator
Administrator	Natalie Gomez	Principal
Classroom Teacher	Robin McEachen	Classroom Teacher
Classroom Teacher	Valrie Gilbeaux	Classroom Teacher
Classroom Teacher	Samantha LeBlanc	Classroom Teacher
Non-classroom Professional	Jared Walker	Principal
Classroom Teacher	Shelly Burrell	Classroom Teacher
Non-classroom Professional	Catherine Hillsten	School Counselor
Classroom Teacher	Brandy Roccaforte	Classroom Teacher
Classroom Teacher	Martha Frusha	Classroom Teacher
Non-classroom Professional	Kelli Spell	School Counselor
Classroom Teacher	Shari Shirley	Classroom Teacher
Classroom Teacher	Haley Spell	Classroom Teacher
Non-classroom Professional	Lainey Hanna	Assistant Principal
Classroom Teacher	Jenna Dean	Classroom Teacher
Classroom Teacher	Katie Porter	Classroom Teacher
Non-classroom Professional	Terri Romero	Librarian
Classroom Teacher	Amy Champagne	Classroom Teacher
Classroom Teacher	Kara Smith	Classroom Teacher
Non-classroom Professional	Torrey Gomez	Assistant Principal
Classroom Teacher	Allisen Roberts	Classroom Teacher
Administrator	Toby Latiolais	Principal
Non-classroom Professional	Cara Hamilton	Librarian
Classroom Teacher	Lori Storey	Classroom Teacher
Classroom Teacher	Leslie Balsamo	Classroom Teacher

Committee Role	Name	Position
Business Representative	Lori Bell	Business Representative
Business Representative	Mikal Weaver	Business Representative
Parent	Stacie Shaw	Parent
Community Representative	Regan Meaux	Community Representative
Community Representative	Corey Mendoza	Community Representative
Parent	Stephanie Garsea	Parent

Addendums

Texas Education Agency
2019 Graduation Rate Data Table
NEDERLAND H S (123905001) - NEDERLAND ISD

Download Excel

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	92.9%	96.3%	91.9%	91.8%	-	100.0%	-	*	91.2%	71.4%	89.2%
# Graduated	341	**	68	214	-	30	-	*	114	5	33
Total in Class	367	**	74	233	-	30	-	*	125	7	37
5-Year Extended Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	95.2%	96.2%	92.2%	95.3%	*	100.0%	*	100.0%	90.5%	66.7%	94.3%
# Graduated	375	25	71	244	*	26	*	7	114	6	33
Total in Class	394	26	77	256	*	26	*	7	126	9	35
6-Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Graduated	96.9%	90.5%	98.3%	96.7%	*	100.0%	*	100.0%	95.6%	*	94.9%
# Graduated	343	19	58	232	*	22	*	8	87	*	37
Total in Class	354	21	59	240	*	22	*	8	91	*	39
Annual Dropout Rate (Gr 9-12): SY 2017-18											
% Dropped Out	0.7%	0.8%	0.8%	0.7%	0.0%	0.0%	-	0.0%	0.8%	1.6%	1.5%
% Dropped Out - Conversion	93.0%										
# Dropped Out	11	1	3	7	0	0	-	0	5	1	3
# of Students	1,612	128	386	952	8	116	-	22	621	64	198

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

2020 Results Driven Accountability

District Report

County-District Number: *123905*
District Name: *NEDERLAND ISD* Region: *05*

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II - Post-Secondary Readiness (Indicators 9-10)

Domain III - Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II - Post-Secondary Readiness (Indicators 6-7)

Domain III - Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
(iii) Science	2020	65.0 - 100	*	*	*	No Data
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
(v) Writing	2020	70.0 - 100	*	*	*	No Data

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
(iii) Science	2020	65.0 - 100	*	*	*	No Data
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
(v) Writing	2020	70.0 - 100	*	*	*	No Data

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	.	*	*	*	Report Only
(ii) Reading	2020	.	*	*	*	Report Only
(iii) Science	2020	.	*	*	*	Report Only
(iv) Social Studies	2020	.	*	*	*	Report Only
(v) Writing	2020	.	*	*	*	Report Only

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			100	104	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			103	108	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			34	37	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			15	18	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	

6. EL STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data

7. TELPAS Reading Beginning Proficiency Level Rate

	State Rate	Rate	Beginning	Tested	Performance Level
2020	9.4	3.7	*	*	Report Only

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
2020	0 - 19.4	*	*	*	No Data

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

9. EL Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	88.2	*	*	0
2019			*	*	
2018			6	9	

10. EL Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.8	*	*	0
2019			*	*	
2018			*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

11. EL Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-1.4	-1.7				Report Only
EL Students			2.5	10	398	
All Students			4.2	200	4,781	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.

2020 Results Driven Accountability

OSP Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

3. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain II

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

4. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	84.2	16	19	0
Foster Care		*	*	*	
Homeless		*	*	*	
Military		*	*	*	

5. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	*	*	*	0
Foster Care		*	*	*	
Homeless		*	*	*	
Military		*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain III

County-District Number: *123905*
District Name: *NEDERLAND ISD*

Region: *05*

6. OSP Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-0.4	-0.1				Report Only
OSP Students			4.1	7	172	
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
All Students			4.2	200	4,781	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			124	256	
	2018			84	230	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			109	258	
	2018			78	214	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			25	72	
	2018			17	81	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			13	38	
	2018			11	42	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			29	88	
	2018			18	72	

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

4. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
	2019			17	34	
	2018			22	48	
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
	2019			28	49	
	2018			19	32	
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
	2019			41	50	
	2018			33	42	
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data
	2019			26	84	
	2018			40	99	

5. SPED STAAR Alternate 2 Participation Rate

		State Rate	Rate	STAAR Alternate	Document Submitted	Performance Level
(i) Mathematics	2020	.	*	*	*	Report Only
(ii) Reading	2020	.	*	*	*	Report Only
(iii) Science	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
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2020 Results Driven Accountability

SPED Domain II

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	90.2	37	41	0
2019			33	38	
2018			31	37	

7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.7	*	*	0
2019			*	*	
2018			*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

8. SPED Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	6.3	6.9				Report Only
SPED Students			11.1	62	559	
All Students			4.2	200	4,781	

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2020	30.0 - 100	69.8	*	*	0
2019			*	*	
2018			*	*	

10. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2020	70.0 - 100	66.9	*	*	0 RI
2019		59.9	*	*	

11. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2020	0 - 10.0	11.2	*	*	1
2019			*	*	
2018			*	*	

12. SPED Separate Settings Rate (Ages 6-21)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2020	0.3	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

13. SPED Representation (Ages 3-21)

	SPED Students	All Students
2020	612	5,219

(iv) African American (AFR AM)

(a) Intellectual Disabilities (ID)

	Threshold	Risk Ratio	Rate	ID	SPED	Performance Level
2020	>2.5	2.8				SD (Year 2)
AFR AM			14.7	11	75	
All Other			5.2	28	537	
2019		3.4				

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2020	6.3	2.5	*	*	Report Only

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2020	0.4	*	*	*	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2020	10.8	16.1	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *123905*
District Name: *NEDERLAND ISD*
Region: *05*

17. SPED ISS >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2020	0.9	2.5	*	*	Report Only

18. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2020	0 - 19.0	67.4	*	*	*3*
2019			*	*	

(iv) African American

	Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
2020	>2.5	3.4				SD (Year 1)
AFR AM			177.8	*	*	
All Other			52.3	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

Summary

County-District Number: *123905*
District Name: *NEDERLAND ISD* Region: *05*

Performance Level Summary by Each Program Area

	2020 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EL	2						*20*	*8*	
OSP	2						*9*	*2*	
SPED	8	1		1			*14*	*10*	2

Federally Required Elements

For information about the four indicators below, visit LEA Determinations or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact.

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
The Federally Required Elements indicators were included in the summary table for the SPED program area.

College, Career, and Military Readiness Goal

The percentage of graduates that meet the criteria for CCMR will increase from 74% to 80% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	74%	76%	78%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	64%	75%	73%		97%			86%	63%		50%	NA	NA
2021	64%	75%	73%		97%			86%	63%		50%	NA	NA
2022	65%	76%	74%		97%			87%	64%		52%	NA	NA
2023	66%	77%	75%		97%			87%	65%		54%	NA	NA
2024	67%	78%	76%		97%			88%	66%		56%	NA	NA

CCMR Progress Measure 1
Used in applicable Campus Plans with campus targets

The percent of CCMR students that earn the dual credit for college readiness on TAPR will increase from 33% to 36% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	33%	34%	35%	36%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	23%	44%	51%		77%			3%	25%		33%	NA	NA
2021	23%	44%	51%		77%			3%	25%		33%	NA	NA
2022	25%	46%	52%		78%			4%	28%		36%	NA	NA
2023	27%	48%	53%		79%			5%	31%		37%	NA	NA
2024	29%	50%	54%		80%			6%	34%		38%	NA	NA

CCMR Progress Measure 2
Used in applicable Campus Plans with campus targets

The percent of CCMR students that earn Industry-Based Certifications for career readiness on TAPR will increase from 14% to 20% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
14%	14%	16%	18%	20%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	15%	14%	13%		17%			13%	12%		0%	NA	NA
2021	15%	14%	13%		17%			13%	12%		0%	NA	NA
2022	16%	15%	14%		18%			14%	13%		2%	NA	NA
2023	17%	16%	15%		19%			15%	14%		4%	NA	NA
2024	18%	17%	16%		20%			16%	15%		6%	NA	NA

CCMR Progress Measure 3
Used in applicable Campus Plans with campus targets

The percent of CCMR students that meet the TSI Assessment on TAPR will increase from 57% to 60% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	27%	56%	58%		77%			11%	32%		50%	NA	NA
2021	27%	56%	58%		77%			11%	32%		50%	NA	NA
2022	29%	57%	59%		78%			12%	34%		52%	NA	NA
2023	31%	58%	60%		79%			12%	36%		54%	NA	NA
2024	33%	59%	61%		80%			13%	38%		56%	NA	NA

Nederland High School 2019-2020 CCMR Plan

District Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on strategies for teaching and learning that ensures all students are college and career ready. Teaching practices will integrate instructional technology, online learning, and project based learning to address all learning styles and utilize multiple methods to measure student

Campus CCMR Goal: The percentage of Nederland High School graduates that meet the CCMR criteria will increase from 74% to 80% by August 2024.

College Ready Progress Measure
The percent of CCMR students that earn the dual credit indicator for college readiness will increase from 33% to 36% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Increase enrollment in advanced course work in Middle School and High School.	Administration, counselors, teachers	December 2020
2) Increase dual enrollment course offerings in CTE Programs of Study.	Administration, CTE Director, counselors, teachers	December 2020
3) Increase dual enrollment course offerings for academic courses of study.	Administration, CTE Director, Department Heads	December 2020
4) Provide transportation, registration fees, and test preparation for Texas Sucess Initiative (TSI) for 10th grade students.	Central Office, Administration, counselors, teachers	Spring 2021
5) Annually communicate dual enrollment opportunities to 6th grade students.	Administration, middle school counselors, teachers	Spring 2021

6) Consider options for funding dual enrollment opportunities for educationally disadvantaged students.	Central Office, Administration	May 2021

Career Ready Progress Measure

The percent of CCMR students that earn the Industry-Based Certifications (IBC) indicator for career readiness will increase from 14% to 20% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Increase the number of Industry-Based Certifications (IBC) offered by Nederland High School.	Administration, CTE Director, counselors, teachers	Spring 2021
2) Use *XELLO (College and Career Exploration)* to assess student interest and aptitude beginning in the 7th grade to provide direction in the course selection process.	Administration, CTE Director, counselors, teachers	May 2021
3) Pay one test fee per student for Industry-Based Certifications (IBC) tests.	Administration, CTE Director, Department Heads	Spring 2021
4) Develop/Increase Programs of Study where the CTE *Level 4* courses offer an Industry-Based Certifications (IBC).	Administration, CTE Director, counselors, teachers	Spring 2021

College Ready Progress Measure

The percent of CCMR students that meet the Texas Success Initiative (TSI) indicator will increase from 57% to 60% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:

1) Enroll 10th grade students in Edgenuity for SAT/ACT/TSI test preparation courses.	Administration, counselors	Ongoing 2020-2021
2) Incorporate TSI preparation activities in 10th grade English and Mathematics courses during late Spring.	Administration, CTE Director, counselors, teachers	Spring 2021
3) Provide transportation and registration fees for Texas Success Initiavie (TSI) for 10th grade students.	Administration, CTE Director, counselors	May 2021
4) Monitor TSI passing rate of students and provide followup support and opportunities to retest for TSI.	Administration, CTE Director, counselors	Ongoing 2020-2021

CCMR Progress Measure 1

The percent of CCMR students that earn the dual credit indicator for college readiness will increase from 33% to 36% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	33%	34%	35%	36%

CCMR Progress Measure 2

The percent of CCMR students that earn Industry-Based Certifications for career readiness will increase from 14% to 20% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
14%	14%	16%	18%	20%

CCMR Progress Measure 3

The percent of CCMR students that meet the TSI indicator will increase from 57% to 60% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	57%	58%	59%	60%

NISD Elementary 2020-2021 ECMR Plan

District Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on strategies for teaching and learning that assures all studnts are college and career ready. Teaching practices will integrate instructional technology, online learning and project based learning to address all learning styles and utilize multiple methods to measure student success.

Campus Goal: The percentage of 3rd Grade students that reach the Meets level for STAAR Reading and Math will increase from by 4% by May 2024.

Progress Measure 1

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% and increase Math 87% to 90% by June 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration,Curriculum Leaders, Teachers	Spring 2021
6) Pre-K Parent Night (Fall 2019/Spring 2020): Introduction Waterford (Computer Program), Free Literature, Informaton, etc.	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

7) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

Progress Measure 2

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration,Curriculum Leaders, Teachers	Spring 2021
6) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

Progress Measure 3

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Reading will increase from 64% to 67% and Math from 80% to 83% by June 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration,Curriculum Leaders, Teachers	Spring 2021
6) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
1. Bullying • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	Superintendent Principals Counselors	
2. Coordinated Health Program • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.	Assistant Superintendent for C&I Director of Alternative campus	
3. DAEP Requirements • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Board Policy FOCA (Legal)	Assistant Superintendent for C&I Director of Alternative campus	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
4. District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	District Teacher Handbook BQ (Legal) BQ (Local)	Superintendent	
5. Dropout Prevention	TEC 11.252	EHCB (Legal) EHCB (Local)	Assistant Superintendent for C&I Federal & State Programs Coordinator Principals Counselors	
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.	Student Services Director	
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Provide services through Region 5 Cooperative	State and Federal Program Coordinator	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Student Handbook	Student Services Director	
9. Post-Secondary Preparedness/Higher Ed Information/Career Education • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	EHBF (Local)	Assistant Superintendent C&I High School Principal Counselors Director of Career-Technology Education	
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development	ESSA		Superintendent Assistant Superintendent Personnel and Finance Assistant Superintendent C&I	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
• Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	Superintendent Principal Counselors Teachers	
12. Student Welfare: Crisis Intervention Programs & Training • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	The school will follow Board Policy FFB and FNF.	Superintendent Assistant Superintendent C&I Principals Counselors	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) • Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Board Policies: FFB, FOC, FOCA, DMA and FFE	Superintendent Assistant Superintendent C&I Principals Counselors	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831			
14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Board Policy DMA(Legal)	Assistant Superintendent C&I Student Services Director	
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001		Assistant Superintendent C&I Director of Technology	

Early Childhood Literacy Board Outcome Goal

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.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	59%	60%	61%	62%

Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Special Ed	Eco. Disadv.	SPED (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	43%	57%	62%		80%		31%	32%	47%		50%	n/a	n/a
2021	43%	57%	62%		80%		31%	32%	47%		50%	n/a	n/a
2022	44%	58%	63%		81%		32%	33%	48%		51%	n/a	n/a
2023	45%	59%	64%		82%		33%	33%	49%		51%	n/a	n/a
2024	46%	60%	65%		83%		34%	34%	50%		52%	n/a	n/a

Early Childhood Math Board Outcome Goal

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.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	59%	60%	61%	62%

Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)

	African American	Hispanic	White	American Indian	Asian	Pac. Islander	Two or More Races	SPED	Eco. Disadv.	SPED (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	35%	63%	61%		76%		38%	35%	50%		55%	n/a	n/a
2021	35%	63%	61%		76%		38%	35%	50%		55%	n/a	n/a
2022	36%	64%	62%		77%		39%	36%	51%		56%	n/a	n/a
2023	37%	65%	63%		78%		40%	36%	52%		56%	n/a	n/a
2024	38%	66%	64%		79%		41%	37%	53%		57%	n/a	n/a

ECMR Progress Measure 1
Used in applicable Campus Plans with campus targets

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% and increase Math 87% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
Reading 63% / Math 87%	Reading 63% / Math 87%	Reading 64% / Math88%	Reading 65% / Math 89%	Reading 66% / Math 90%

Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2021	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2022	64%	51%	73%		81%		76%	41%	64%		48%	n/a	n/a
2023	65%	52%	74%		82%		77%	41%	65%		48%	n/a	n/a
2024	66%	53%	75%		83%		78%	42%	66%		49%	n/a	n/a

Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2021	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2022	76%	81%	95%		100%		100%	61%	88%		72%	n/a	n/a
2023	77%	82%	95%		100%		100%	61%	88%		72%	n/a	n/a
2024	78%	83%	96%		100%		100%	62%	89%		73%	n/a	n/a

ECMR Progress Measure 2
Used in applicable Campus Plans with campus targets

The percent of Kindergarten students that score "at or above benchmark" (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	81%	82%	83%	84%

Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2022	74%	68%	80%		86%		79%	2%	73%		62%	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

ECMR Progress Measure 3
Used in applicable Campus Plans with campus targets

The percent of Grades 1-3 students that score "at or above benchmark" (40%+) on STAR Renaissance Reading will increase from 64% to 67% and Math from 80% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
Reading 64% / Math 80%	Reading 64% / Math 80%	Reading 65% / Math 81%	Reading 66% / Math 82%	Reading 67% / Math 83%

Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2021	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2022	57%	58%	65%		79%		65%	13%	56%		48%	n/a	n/a
2023	58%	59%	66%		80%		66%	13%	57%		48%	n/a	n/a
2024	59%	60%	67%		81%		67%	14%	58%		49%	n/a	n/a

Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2021	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2022	74%	78%	81%		91%		78%	47%	73%		75%	n/a	n/a
2023	75%	79%	82%		92%		79%	47%	74%		75%	n/a	n/a
2024	76%	80%	83%		93%		80%	48%	75%		76%	n/a	n/a