

Port Neches-Groves Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Board Approval Date: October 14, 2025
Public Presentation Date: October 14, 2025

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education.

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Vision

Our students will model academic success and integrity in all endeavors.

Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

Table of Contents

Port Neches-Groves ISD is committed to a tradition of excellence in education.	2
The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.	2
Our students will model academic success and integrity in all endeavors.	2
Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
District Processes & Programs	10
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.	21
Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.	24
Goal 3: PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.	26
Goal 4: PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.	28
Goal 5: PNGISD will provide positive opportunities for students, families, and the community to support student learning.	29
Title I Personnel	31
District Education Improvement Committee	32
Assurances	34
Statutorily Required Assurances	34
Policies, Procedures, and Requirements	35

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The District Education Improvement Committee virtually met on May 6, 2025, to work on the Comprehensive Needs Assessment and district improvement plan in the areas of Demographics, Student Achievement, District Processes and Programs, and Perceptions. The District Education Improvement Committee will meet again in early fall to review and finalize the plan. Even with increasingly varied demographics, PN-GISD and all campuses continue to strive for academic achievement improvement and closing achievement gaps across the district in all subjects. To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance. Title IV funds are redirected across the district to cover 100% of the salary of additional personnel unites for allowable Title I activities.

Demographics

Demographics Summary

Port Neches-Groves Independent School District is located in Jefferson County, Texas. The suburban communities of Port Neches and Groves are proudly served by the PN-G Independent School District. Serving a K-12 school population of approximately 5300 students, the district strives to provide excellence in education through the combined efforts of staff, students, parents, and community. PNGISD has 8 campuses consisting of Groves Primary (PreK-2), Port Neches Primary (PreK-2), Groves Intermediate (3-5), Port Neches Intermediate (3-5), Groves Middle School (6-8), Port Neches Middle School (6-8), Port Neches Groves High School (9-12), and an Alternative Education Campus.

The following information was provided by each City Manager:

Port Neches

The City continues to experience consistent growth in new home construction. Much of this activity is occurring within established neighborhoods on vacant lots or properties on which the original structure has been removed. Additionally, a new subdivision that will eventually accommodate approximately 100 single-family residences has several completed homes with numerous others in the construction phase.

The City continues to pursue commercial development of a 13 acre tract of City-owned property along the Neches River. Construction is currently in progress on a new restaurant/entertainment venue with an expected completion date of Fall 2024. The City remains engaged with other potentially interested parties for additional development opportunities.

The downtown Port Neches area has continued to experience enhanced business activity involving a variety of stores/services. Recent additions have included a barbeque restaurant, a clothing store, and a wine bar, with another restaurant expected in early 2025. In conjunction with the Port Neches Chamber of Commerce, new festivals/events have been scheduled in this area. Additionally, the City recently acquired property that will be utilized as a parking lot to serve the downtown businesses.

The Port Neches Economic Development Corporation continues to provide incentive funding to businesses expanding in or relocating to Port Neches. Funding has also been provided for community enhancements to include an outdoor pavilion in the downtown area and pickleball courts near Riverfront Park.

The City continues to invest heavily in infrastructure improvements throughout the community as a means of ensuring the long-term sustainability of Port Neches.

Groves

- City population is 17,335.
- From 3-13-20 there have been 296 new homes built in Groves.
- Sales tax for fiscal 2021 was \$2,337,334.53 up 6% over last year.
- Projects are still on track looking at two new businesses. Starbucks, open BlueWave Car wash under construction and Chic Fil A to open Thursday the 19th.
- Since 3-13-2020 47 more dangerous structures gone
- Customer count 6500
- Indian Springs Phase I and Phase II sold out. Phase three Indian springs just opened 70 more homes to build.

--	--

Disadvantaged, and ELL groups show consistent increases in the District.

Port Neches-Groves ISD participates in a Shared Services Agreement with Region 5 Educational Service Center to best meet the needs of any identified migrant students in the district.

The District coordinates and integrates programs and services by providing meals to all campuses through the Texas Department of Agriculture's National School Lunch and Breakfast programs. Currently, the School Breakfast Program serves approximately 700 reimbursable breakfasts daily and 2700 reimbursable lunches daily while 41% of our enrollment is approved for free or reduced-price meals.

Jefferson County has several high education institutions that serve as resources for PN-GISD employees and students: Lamar University, Lamar Institute of Technology in Beaumont, Lamar State College Port Arthur, and Lamar State College Orange. Lamar University provides opportunities for PN-GISD personnel to earn master's degrees in teaching and education and a doctorate in educational leadership. Lamar University partners with PN-GISD to offer a variety of dual academic credit courses for PN-GISD high school students through the LEAP program. Lamar State College Port Arthur partners with the PN-GISD to offer criminal justice, HVAC, Digital Arts & Animation, Cosmetology, Drafting, and Process Technology dual credit courses. Articulation agreements with Lamar State College Port Arthur will be updated this year.

It seems that the borders between districts are disappearing as more and more laws are being rewritten and established processes are disappearing (Power of Attorneys, Grandparent Clause, McKinney-Vento). In the interest of uniformity, the Executive Director for Student Services has met with enrollment personnel at each campus to answer any questions ensuring everyone is on the same page regarding the proper procedure for parents on enrollment. Checklists and procedures are in place and have been provided to each campus with instructions on how to collect materials. All irregularities are submitted to the Executive Director's office immediately. PNGISD Registration Week provides an opportunity for special registration circumstances to be handled on an individual basis before registration is complete. We are making progress in this area and with continuous evaluation, adjustments will be made to ensure continued progress.

Here are a few individual statements that were collected during the Needs Assessment:

Our district is becoming a much more diverse community and I do believe that we are embracing that change.

PNGISD is a diverse district representing students from various backgrounds and cultures. We are engaged in our community and put students and their needs first. We know we are successful by seeing our students thrive in all aspects of their education and activities. There is always room to grow and for improvement.

We are a very diverse district who does our best to stay engaged with all stakeholders especially parents. Overall we are successful, but there is always room for improvement.

We are growing in diversity. We are able to disseminate information easily online, but bringing families to the campus seems to taper as students get older. We are learning how to engage our families with limited English and parents/guardians who have to prioritize work over involvement in their children's' education in order to provide basic needs for the family. Success seems limited when engagement activities are specific to ESL/Bilingual based on turnout.

We are a district of innovation with demographics that are vastly changing with the surrounding plant projects and expansions bringing more families to our area. Most of those families are bilingual or fairly new to the country. We are fully engaged with the community and the parents of our students. Our families and community are informed via social media of upcoming events, changes in schedule, weather closures, etc.

We are a community rich with diverse culture. I believe we engage with those within our school community and outside such as businesses and organizations. We have successfully built solid connections with others as evidenced by the many people that celebrate and support our district even when they have no school aged children.

Demographics Strengths

- PNGISD maintains a steady enrollment from year to year.
- Known to work to meet the needs of all students we serve.
- PNGISD has graduates that leave the system and return back to serve in the community.
- PNGISD is a leading financial employer in the community.
- PNGISD maintains a strong focus on our stakeholders and their needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need bilingual certified teachers for grade K-5.

Root Cause: Our percentage of English Learners continues to increase and we currently file waivers for bilingual services due to lack of teachers.

Problem Statement 2: We need more teachers who are ESL certified.

Root Cause: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Student Learning

Student Learning Summary

Reading on grade level is an important leading measure for the success in high school and post-secondary settings. In 2025-2026, PNGISD will continue to monitor student's reading progress and identify students in need of additional support in reading using district progress screeners.

A number of leading measures for College, Career, and Military Readiness were explored. The most recent data for each was used to examine the outcomes of the systems and processes in PNGISD designed to ensure all of our students are well-prepared to enrich our world and excel in a global society and that each student is challenged, encouraged, and supported to achieve the highest level of knowledge, skills, and character.

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offers many Pre AP, AP and dual credit classes every year.

Continuous data analysis is a driving force at Port Neches-Groves ISD. DMAC offers a variety of data analysis reports and used regularly by administrators including principals and curriculum coordinators. Teachers have access to DMAC and many run their own instructional analysis reports to better understand the needs of their students.

PNGISD provides the TEKS Resource System and Pacing Guides to help our teacher obtain all of the understanding of the skills they are required to teach and level of depth and complexity of each.

Here are a few statements that were collected during our Needs Assessment:

- Our students are learning and growing, both socially and academically. Our students excel in the classroom, but also in organizations and the community, which is equally important to student success. There is something for every student and they are recognized for their accomplishments and efforts!
- Amazing relationships are built among teachers and students in our district. You see this by the amount of support that many of our teachers give their students at out of school activities.
- Overall our students are doing well, but we have areas of concern for students who are trying to bridge the gaps in their learning. We are doing a good job of meeting students where they are at and building upon their strengths. We offer various programs, and technology to aide in their performance. We can also measure performance by student attendance. Our students want to come to school.
- Overall our students do well, but I do feel we have growing challenges with our increase in special education and English Language Learners who all come with very diverse needs.
- At the high school level, students are leaving our campus ready for their next step whether it is college, the workforce, or military.
- Overall we provide an equal opportunity education for all students. We have an influx of ESL and SPED students that require more intervention times which thus requires the hiring of more aides and teachers to assist in the teachings of those students. In the intermediate, middle and high school levels student performance is shown by the various academic clubs and organizations that support. At the primary level we predominantly use data through Renaissance testing and Mclass to gauge our student's performance for the beginning, middle and end of the school year.
- NDN Press covers the successes of our students on social media platforms. They don't focus on just the athletes or the popular kids – it's everyone! We might run ourselves ragged as sponsors and coaches, but the results are students that are involved and motivated. Our Star Students highlight success and growth.
- We are turning out students that are solid competitors in a world of high expectations. After 25 years of working in PNGISD, I have seen many of our students leading industry in all types of professional careers, seeking post secondary degrees, serving our country, and more. We provide not only a strong academic education, but also a solid social-emotional experience from our district mirroring real world diversity. Our students learn so much from others that are unlike themselves. That is something you cannot measure but is highly sought in the work world.

Student Learning Strengths

- PNGISD prioritizes literacy as a focus and foundation of our instruction.
- PNGISD has provided Early Learning Coordinators to assist our youngest students and their families be successful learners, and create a strong home/school connection.
- PNGISD has created Pacing Guides to assist teachers in their lesson planning.
- PNGISD provides the TEKS Resource System for all teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase support staff and/or teachers to match the needs we are seeing in regards to special education and English language learners.

Root Cause: The needs of our special education students and English language learners are becoming greater. It is difficult to meet their needs in a whole class setting. Additional support allows for individualized attention for individual needs.

Problem Statement 2: Continue to work to close the gap with all students.

Root Cause: Covid caused learning loss and time out of the classroom for students and staff members. Closing the gaps will continue to be a priority for all students. We continue to see students struggle with basic skills that are not the norm.

District Processes & Programs

District Processes & Programs Summary

Staff Quality, Recruitment, & Retention

Port Neches-Groves ISD has a long-standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. Campus administrators along with campus-based hiring teams conduct intensive screening and interviewing processes to ensure that all new employees meet the high standards that the district requires and that our community expects. A District of Innovation (DOI) plan was submitted to TEA for implementation beginning with the 2017-2018 school year with a component to allow the District flexibility to create local certification requirements for qualification and training for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in hard-to-fill positions. In addition, the DOI plan also allows certified secondary teachers the ability to teach subject(s) out of their certified area for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in question. The PNGISD Curriculum Team assists new teachers as they transition to being new to PNGISD or new to the profession.

Professional development for employees at all levels is a high priority. The District Education Improvement Committee provides input into the overall staff development plan and campuses plan as much campus-based staff development as possible to address campus training needs. Professional development transcripts are provided for teachers and staff through an online system (PDExpress) and online transcripts of professional development are readily available for staff. In addition, all staff are given opportunities to evaluate professional development through the online system.

PN-GISD believes in offering opportunities for local faculty who are interested in becoming administrators to receive mentoring and/or on-the-job training. Current faculty are informed of opportunities for certification and training and are given opportunities to “fill-in” as administrators when possible.

Title I and Title II funds will continue to be used for teacher and/or paraprofessional salaries at Title I campuses as well as for supplies (Title I). Title IV funds will be redirected to Title I to also be used for an additional teacher salary. Title teachers will implement effective instructional strategies in core subjects at the elementary school level to improve the academic achievement of diverse learners and close the identified achievement gaps.

Technology

Port Neches-Groves ISD embraces technology to ensure that our students and staff have the digital resources necessary to provide the highest quality instruction possible. PNGISD provides an infrastructure which supports the daily functions of business and provides a quality digital environment for learning. This requires that the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. Student safety and cyber-security are central to the design of the district’s technology infrastructure.

Career & Technology

The PN-GISD Career and Technical Education Department is dedicated to preparing students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education by providing coherent and rigorous content aligned with challenging standards and relevant knowledge and skills.

A vital component of PN-GISD CTE is participation in CTE student organizations. Students enrolled in a CTE course have the opportunity to participate in a student organization appropriate to the course in which he/she is enrolled. CTE student organizations promote leadership and job skill training and provides scholarship opportunities.

The District has implemented HB5 and will continue to refine its high school course offerings based upon student needs. Adjustments have been made to better prepare 8th graders

for choosing their endorsement to begin their 9th grade year.

Courses are offered in the following areas: Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Career Development; Education & Training; Finance; Health Science, Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; STEM, and Transportation. Students are provided access to Kuder assessments to help guide them in choosing a career. Efforts have been made to add business partnerships to programs to provide real-world opportunities to our students.

PNGHS has worked to offer a greater number of Programs of Study which will have a positive impact on the number of CTE "completers."

Federal Carl Perkins funds are spent to help close key skills gaps so students are better prepared to enter the workforce. A CTE Advisory Committee meets twice a year and provides guidance for CTE program offerings. A formal comprehensive needs assessment is conducted yearly. Currently, all CTE courses/programs have access to their own set of chromebooks.

Gifted and Talented

The focus of instruction in K-12 is to enhance students' individual talents and promote divergent thinking skills. The district's G/T program is broadened to include an emphasis on specific subject matter and higher-order thinking skills. Development and enhancement of leadership abilities are an integral part of the program. In PN-GISD, students are identified and served by a GT certified teacher. Special instructional strategies/arrangements for GT students include enrichment activities provided within the regular classroom, enriched classes, accelerated advancement, credit by exam, and Distinguished Achievement Program options such as a College Board Pre-AP, AP classes, and high school/college concurrent enrollment.

Curriculum and Instruction

PNGISD adheres to the teaching of grade level and content specific TEKS (Texas Essential Knowledge and Skills) set forth by the state and provides appropriate curriculum resources to assist. The district continues to offer the comprehensive reading cohort yearly to meet the requirements of HB3 for all K-3 teachers and principals.

Special Education

Special Education continues to experience an increase in the number of students qualifying for services. Currently, we receive referrals from parents, campuses, and through our Child Find program. The Special Education Department continually monitors the numbers and qualifying conditions of students receiving services within the district to ensure that the individual needs of each student are being met.

General Education - Section 504 and RtI

The campus principal oversee Section 504 and RtI at his/her campus with SuccessEd as a resource. The District 504 Coordinator is the Deputy Superintendent. Section 504 is currently tracked through SuccessEd software.

Bilingual Program

Beginning with the 2017-2018 school year PNGISD, started a transitional early exit model bilingual education program for our Spanish speaking PreK students. This model serves students identified with limited English proficiency in both English and Spanish and transfers them to English-only instruction. We currently do not have enough bilingual certified teachers to serve our increasing population and continue to attempt to recruit. Therefore, yearly an exception is obtained to cover our bilingual classes in kindergarten through fifth grade with ESL certified teachers. Bilingual paraprofessionals are also in place to support and help meet the needs of our students.

ESL Program

PNGISD has a continuous upward trend in the number of English Learners. The ESL program serves students identified as English Learners by having ESL certified
Port Neches-Groves Independent School District
Generated by Plan4Learning.com

teachers on each campus along with district ESL Specialists who work with the students to become proficient in the English language. Our district continues to address the needs of English Language students by increasing the number of certified ESL teachers available to campuses to serve students. Our district currently has nine ESL Specialists to support students and teachers on all campuses.

Translation Services

Beginning with the 2018-2019 school year, PNGISD has contracted with RTT mobile Interpretations for translating services to better communicate with our English learner parents. This service provides us with access to over 180 different languages at our fingertip to help bridge relationships with our increasing ESL/bilingual parents.

Alternative Education Center

The AEC provides credit recovery, disciplinary alternative education placement, and homebound instruction programs. Fully certified instructional staff provides students with TEKS-based curriculum, special education services, social skills enhancement, and counseling services.

Counseling Program

The PNGISD district counseling program implements a counseling program following the guidelines of the Texas Comprehensive, Developmental Guidance and Counseling Program Model from the Texas Education Agency. Within this program structure there are four components which include the following:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

The purpose of the guidance curriculum component is to help all students develop basic life skills. This is the foundation of a developmental guidance program. Several areas have been identified within the curriculum component. PNGISD strives to incorporate character education within all areas of the curriculum. Counselors may deliver the curriculum component in a variety of settings depending on the grade level.

Responsive services includes addressing the immediate concerns of students. These concerns may be academic, school-related, relationship, abuse, grief/loss, substance abuse, family issues, harassment issues, coping with stress and suicide prevention. The purpose of this component is two- fold: prevention and intervention.

Individual planning assists students in monitoring and understanding their own development. Areas to address include educational, career and personal-social. Counselors may assist students on an individual basis with their planning. Group settings may also assist students in learning about opportunities that are available.

System support includes program and staff support activities and services. Counselors are needed to help communicate in a variety of ways and areas including parent education, teacher/administrator consultation, staff development, counselor's professional development and public relations. Our school counselors are Master's level professionals who provide leadership and assistance in the above named areas.

The Port Neches Groves ISD philosophy of counseling includes the following:

It is the philosophy of the Port Neches-Groves Independent School District to assist each pupil in the understanding and acceptance of himself as an individual of inherent worth and to allow each pupil the opportunity to explore and attain to the limit of his potential.

The district recognizes the school counselor as a professional possessing skills and competencies allowing him or her to contribute directly to both the specific and broad purposes of education. The counselor must be able to develop and maintain effective individual and group relationships and to provide assistance with educational, career, and personal needs and concerns. The results of the counselor's efforts should facilitate the leaning process for every pupil.

Homeless

A district Homeless Liaison oversees our services for homeless students. The district reserves funds for homeless support through the ESSA grant application.

Data Security

Data security is at the forefront of technology responsibilities and attacks on our data systems are increasing at an alarming rate. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitoring data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Consulting Services

Supplemental contracted services are utilized to enhance, expand, increase, and extend the efficiency of the federal programs by providing technical assistance to support administrative staff in the implementation of programs for fiscal and programmatic compliance and effectiveness.

Here are a few individual statements that were collected during the Needs Assessment:

The district does a great job of setting and managing procedures, methods, and practices and most importantly adjust those when necessary.

I feel that the approach we use of getting buy-in from those directly involved in procedures, methods and practices is what makes PNGISD who we are.

From my viewpoint, the management of our procedures, methods, and practices is top-notch and probably one of the best in the state.

Our district keeps procedures in line with TEA and legal guidelines and board policy.

Processes and programs are managed efficiently and effectively. Through DEIC any changes that are requested are reviewed as a community effort and processed through the chain of command. Any questions or concerns that are had are addressed.

I believe we stay in tune with needs and change when necessary. I do not see us reinventing the wheel when something works to our advantage, but I think we see change positively when it benefits our students.

District Processes & Programs Strengths

- The district sets attainable goals for students to be successful in their educational and extracurricular settings.
- Aspiring Administrators initiative provides on-the-job training for future administrators.
- The communication in our district is clear and concise.
- Both administrators and teachers are offered professional development opportunities to stay abreast with the constant changes within public education in Texas.
- District continues to allocate local technology funding on an annual basis to support technology.
- Continue to research alternative means in which to supplement our technology costs through eRate funding and Title II Part A funds for staff development.
- Interactive classrooms across the district.
- PN-GISD continues to maintain valuable partnerships with local businesses and industry.

- Regular assessment of students to evaluate GT placement, teacher training to earn and update GT certifications, and opportunities for GT services in all academic areas.
- Teachers are provided an abundant amount of technology resources to strengthen their instruction. (Ex. iPads, Chromebooks, Mimio Teach Systems, document cameras, etc.)
- Teachers are provided with supplemental programs and website subscriptions to use during both whole group instruction and intervention.
- AEC teachers stay in constant communication with the main campuses in regard to student needs, strengths, academic progress, and curriculum. The alternative campus staff meets frequently to review students' Individualized Education Plans and/or Behavior Intervention Plans, when applicable, to ensure a smooth transition for the students back to their main campus.
- The district has high expectations in regards to technology

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a lack of vertical and horizontal alignment in our district curriculum and resources from K-12. Curriculum purchases will be vetted to align curriculum to best practices.

Root Cause: Campuses have been selecting their campus resources and with the number of campuses that were in the district it was difficult to align.

Perceptions

Perceptions Summary

There is a special school spirit that infuses the two communities of Port Neches and Groves. With it comes a shared sense of purpose and values among staff members, board members, parents, and students. PN-GISD is a community that cares about one another and makes you feel part of something bigger than yourself. There is a sense of community, family, commitment, responsibility, cooperation, and pride.

Parent and family engagement is important at PNGISD. The district Family Engagement Surveys are now being developed by campuses rather than a one-size-fits-all survey from the district. Title I funds continue to provide for parent and family engagement activities at Title I campuses.

The motto “Tradition of Excellence” permeates into all aspects of our district culture. Port Neches-Groves ISD is an exceptional school district; a school district where every child is important. Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of PNGISD.

During the Needs Assessment process, the following thoughts were shared about the perceptions of PNGISD.

I feel we do a great job of conducting everyday business, especially with the limited personnel that we have in certain areas. The only area I see that we could work more on is being more accommodating with most families having both parents working when after school or during school events are planned.

PNGISD conducts business very efficiently and effectively as compared to other districts I've worked at. Communication is key and PNGISD is always keeping the community, parents, teachers, and other staff informed of what's going on in a timely manner.

I feel the perception of PNGISD is good. It's been a challenging year with the opening and combining of campuses and administrators transferring to new roles. Across the district I feel we could strategically plan morale building activities as people are experiencing financial and emotional stress more and more both personally and professionally. I like the idea of having staff meetings on campuses throughout the district just for visibility. I think that will go a long way.

The district seems transparent and open about finances, facilities, and programming and explains when and why changes should be made when they occur.

I believe we conduct business very well. I love that we have someone designated to make the social media posts to keep the staff of PNGISD and the community informed of changes and upcoming events. They are also quick to respond to any question that is posted.

We are a district that is communicative and empathetic of the community we serve. Through our transparency, we are able to connect with others and build trust. We do not flee from adversity and are comfortable to face it as needed. We are able to admit error and fix issues as they arise.

Perceptions Strengths

- New elementary schools where all same aged students in each town attend school together.
- Widespread student participation in clubs and activities at the high school.
- PN-GISD pride is evident by the massive number of persons who proudly sport their “purple” attire on Friday! When a district’s kindergarten students can recite the school’s fight song, you know that school pride is a vital part of its culture and history.
- District calendar that supports parent teacher conferences in the fall and spring for elementary teachers/parents.
- RTT Mobile translators are provided for various parent meetings, when needed.
- Promoting positive district and campus activities through social media.
- PNGISD is perceived as professional and intentional in its decisions.

- Known to conduct business with the highest level of integrity and transparency.
- Known to always put students first.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 14, 2025

Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 1: PNGISD will maximize academic growth for each student through programs rooted in literacy to increase academic success.

High Priority

HB3 Goal

Evaluation Data Sources: Increase District Reading STAAR/EOC Meets scores from 59% to 61% at least by 2025 and continue to increase annually to reach the goal of 65% by 2028.

Increase District Reading STAAR/EOC Masters scores from 25% to 27% at least by 2025 and to continue to increase annually to reach the goal of 35% by 2028.

Increase Kindergarten through 2nd grade district MClass reading composite scores 59% at or above benchmark (40%+) to 61% at or above benchmark (40%+) by 2025 and continue to increase annually to reach 65% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Continue to enhance core instruction in the classroom with a focus on the TEKS Resource System and PNGISD Pacing Guides. Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2024 in Reading of 61% of all students will score at the Meets measure. Staff Responsible for Monitoring: Campus Leadership, District Curriculum Team, and Teachers	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations. Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team	Formative			Summative
	Nov	Feb	May	May

Strategy 3 Details	Reviews			
Strategy 3: Provide continuous instructional coaching for continued teacher growth. Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides. Staff Responsible for Monitoring: Deputy Superintendent, District Curriculum Team, Campus Leadership	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 2: PNGISD will maximize academic growth for each student through programs rooted in mathematical problem solving to increase academic success.

High Priority

Evaluation Data Sources: Increase District Math STAAR/EOC Meets scores from 47% to 50% at least by 2025 and continue to increase annually to reach the goal of 55% by 2028.

Increase District Math STAAR/EOC Masters scores from 25% to 27% at least by 2025 and to continue to increase annually to reach the goal of 35% by 2028.

Increase 1st and 2nd grade district Star Math scores from 72% at or above benchmark (40%+) to 74% at or above benchmark (40%+) by 2025 and continue to increase annually to reach 80% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Continue to enhance core instruction in the classroom with a focus on problem solving through embedded instructional strategies. Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2025 in Math of 47% of all students will score at the Meets measure. Staff Responsible for Monitoring: Campus Leadership, District Curriculum Team, and Teachers	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations. Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team	Formative			Summative
	Nov	Feb	May	May
Strategy 3 Details	Reviews			
Strategy 3: Provide continuous instructional coaching for continued teacher growth. Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides. Staff Responsible for Monitoring: Deputy Superintendent, District Curriculum Team, Campus Leadership	Formative			Summative
	Nov	Feb	May	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase yearly.

High Priority

HB3 Goal

Evaluation Data Sources: Utilize the CCMR indicators that are reported annually to monitor progress and show growth.

Strategy 1 Details	Reviews			
Strategy 1: Increase industry certification for all CTE programs relevant to the TEA(CCMR) and Perkins list, as well as the industry workforce and community. Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications. Staff Responsible for Monitoring: Campus Administration, counselors, and teachers	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: Increase dual credit opportunities for students Strategy's Expected Result/Impact: Number of students enrolled and completing dual credit opportunities. Staff Responsible for Monitoring: Campus Administration, counselors, and teachers	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 2: Increase performance on TSIA/SAT/ACT to ensure students are college ready by graduation.

HB3 Goal
Evaluation Data Sources: TSIA/SAT/ACT test scores increase and show overall performance improvement.

Strategy 1 Details	Reviews			
Strategy 1: Increase student performance on PSAT, SAT, ACT, or TSIA by offering opportunities for students to access preparation materials. Strategy's Expected Result/Impact: Increase student performance on exams. Staff Responsible for Monitoring: Campus administration, counselors, and teachers	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: By the end of a student's junior year, all students will participate in the TSIA assessment. Strategy's Expected Result/Impact: Increase in TSIA participation resulting in improved CCMR Staff Responsible for Monitoring: Campus administration, counselors, teachers	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 1: PNGISD will provide professional learning and training to ensure all PNGISD staff are aligned in our safety protocols and procedures.

High Priority

Evaluation Data Sources: Trainings provided, staffs knowledge and preparedness to react and respond to situations

Strategy 1 Details	Reviews			
Strategy 1: PNGISD will provide training on Standard Response Protocol and Stop the Bleed to all faculty, staff, and substitutes. Strategy's Expected Result/Impact: Preventative training to ensure our staff and students are safe in the event there is a threat to our district, staff, and students. Staff Responsible for Monitoring: Deputy Superintendent, SRO, School Marshals	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: PNGISD will provide training and resources to parents and community stakeholders to ensure engagement and understanding of student safety. Strategy's Expected Result/Impact: Parent and Community Awareness Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	May	May
Strategy 3 Details	Reviews			
Strategy 3: Provide anonymous online reporting system for campus safety concerns. Strategy's Expected Result/Impact: An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns. Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	May	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 2: PNGISD will utilize and adhere to Threat Assessment Protocols in an effort to prevent threats (mental and physical) to PNGISD students and staff.

High Priority
Evaluation Data Sources: Threat Assessment reports, proactive approach to possible threats

Strategy 1 Details	Reviews			
Strategy 1: PNGISD will partner with Samaritan Counseling to provide wrap-around services to support students and ensure they are in a safe conducive learning environment, Strategy's Expected Result/Impact: Students social emotional and mental needs will be addressed to ensure a safe learning environment. Samaritan Counseling will provide data detailing their impact and number of students served. Staff Responsible for Monitoring: Deputy Superintendent, Campus Leadership, Campus Counselors	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: PNGISD will provide helpful resource to students, staff, and the community in regards to mental health. Strategy's Expected Result/Impact: Increased understanding of mental health needs and resources available. Staff Responsible for Monitoring: Campus Principals; Counselors	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Sources: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Strategy 1 Details	Reviews			
Strategy 1: Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, TCEA, etc. Strategy's Expected Result/Impact: Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills. Evidence: PDExpress attendance reports; sign-in sheets and evaluations Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: Leadership professional development will be encouraged for all administrators. --Encourage participation at TEPSA and TASSP events. --Region 5 Parent Involvement workshops/speakers --Lead4Ward workshops --Administrative Leadership Team Retreat Strategy's Expected Result/Impact: Leadership professional development will enable instructional leaders to more effectively mentor teachers. Evidence: Sign-in sheets and evaluations Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	May	May
Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc., as funds allow. Strategy's Expected Result/Impact: Technology staff development equips teachers with instructional technology strategies to use in their instruction. Evidence: Sign-in sheets Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Feb	May	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: PNGISD will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 1: PNGISD will increase the percent of stakeholders who feel engaged with and connected to their schools, district.

Evaluation Data Sources: Target parents who are not traditionally involved and track their engagement.

Strategy 1 Details	Reviews			
Strategy 1: Early Learning Support Coordinators will connect with families and provide them with learning strategies to assist their students at home. Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance through community events, parenting programs, home visits, etc. Staff Responsible for Monitoring: Deputy Superintendent, Early Learning Support Coordinators	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: PNGISD will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 2: PNGISD will keep stakeholders informed through various in-person and online modes of communication.

Evaluation Data Sources: End of year survey results

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Superintendent Report section of monthly board meetings to update the community on the events of the district in an in-person format. Strategy's Expected Result/Impact: The community will benefit from attending monthly board meetings and have all the current information and questions answered. Staff Responsible for Monitoring: Superintendent, Deputy Superintendent	Formative			Summative
	Nov	Feb	May	May
Strategy 2 Details	Reviews			
Strategy 2: Send communication via social media and mass messaging systmes to keep stakeholders informed of district activities and initiatives. Strategy's Expected Result/Impact: Sending communications through social media and mass messaging systems will increase knowledge of important announcements made at the district and campus levels. Staff Responsible for Monitoring: Deputy Superintendent, Public Information Employee, Campus leadership	Formative			Summative
	Nov	Feb	May	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda DuBose	Paraprofessional		
Amy Balsamo	Teacher		
Amy Bodden	Teacher		
Ann Broussard	Paraprofessional		
Debby Addison	Teacher		
Desiree Post	Paraprofessional		1
Jennifer Leger	Teacher		
Katy Gill	Teacher		1
Macie Musgrove	Teacher		
Maylin Louvier	Teacher		
Paige Gaspard	Teacher		1
Sabrina Weatherly	Teacher		
Sarah Guidry	Paraprofessional		
Wende Martin	Paraprofessional		

District Education Improvement Committee

Committee Role	Name	Position
GT Parent	Kelly Plante	Parent
GT Parent	Stacy Smith	Parent
Curriculum	Staci Gary	HS Curriculum
Parent	Amanda Benton	HS Parent
Parent	Chelsie Osborne	GMS Parent
Parent	Kelly Barrett	GMS Parent
Parent	Jacquelyn Stockdale	PNMS Parent
Parent	Julie Clotiaux	PNMS Parent
Parent	Destiny Guy	GI Parent
Parent	Amanda Guidry	PNI Parent
Parent	Amanda Delcambre	PNI Parent
Parent	Heather Tice	GP Parent
Parent	Ryan Judice	GP Parent
Parent	Laura Allen	PNP Parent
Business Representative	Kim Ross	Groves Business
Support Professional	Patti Gay	HS Support Professional
Support Professional	Taylor Brown	MS Support Professional
Support Professional	Melissa Townsend	Elem. Support Professional
Administrator	Kathryn French	MS Admin
Administrator	Tricia Sandell	Elementary Admin
Special Populations	Natasha Cecka	Middle School Special Populations
Special Populations	Heather Graham	Elementary Special Populations
Classroom Teacher	Sabrina Weatherly	PNI Teacher
Classroom Teacher	Katy Gill	GI Teacher
Classroom Teacher	Amy Howard	PNMS Teacher
Classroom Teacher	Connie Swope	GMS Teacher
Classroom Teacher	Carrie Guarnere	HS Teacher

Committee Role	Name	Position
Classroom Teacher	Karen Moore	HS Teacher
Parent	Kristen Hoffpauir	GI Parent
Community Representative	Chris Borne	Groves Community Representative
District-level Professional	Crystal Werkheiser	Technology Director
District-level Professional	Misty Higgins	SPED Director
District-level Professional	Roxanne Ferguson	Elem. Curr. Coord.
Administrator	Julie Gauthier	Deputy Superintendent
Classroom Teacher	Hillary Erwin	PNP Classroom Teacher
Parent	Frannie Chatagnier	PNGHS Parent
Parent	Abby Youngblood	PNP Parent
Business Representative	Heather Burton	Business Member - Port Neches
Community Representative	Adam Anders	Port Neches Community Representative
Administrator	Amber Oleksy	High School Administrator
Special Populations	Kaleigh Gaspard	High School Special Populations
Classroom Teacher	Kristen Ancelet	GP Teacher
Classroom Teacher	Julie Latiolais	AEC Teacher
Classroom Teacher	Annette Meier	High School Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Julie Gauthier

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Child Abuse and Neglect	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Coordinated Health Program	Tanya Davis	9/4/2025	Julie Gauthier	6/27/2024
Decision-Making and Planning Policy Evaluation	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Disciplinary Alternative Education Program (DAEP)	Brian Waguespack	9/4/2025	Julie Gauthier	6/27/2024
Dropout Prevention	Campus Principal	9/4/2025	Julie Gauthier	6/27/2024
Dyslexia Treatment Program	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part C Migrant	Staci Gary	9/4/2025	Julie Gauthier	8/21/2024
Pregnancy Related Services	Campus Nurse	9/4/2025	Julie Gauthier	6/27/2024
Post-Secondary Preparedness	Campus Counselors	9/4/2025	Julie Gauthier	6/27/2024
Recruiting Teachers and Paraprofessionals	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Crisis Intervention Programs and Training	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Discipline/Conflict/Violence Management	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Texas Behavior Support Initiative (TBSI)	Misty Higgins	9/4/2025	Julie Gauthier	6/27/2024
Technology Integration	Crystal Werkheiser	9/4/2025	Julie Gauthier	6/27/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Staci Gary	6/27/2024	Julie Gauthier	8/21/2024
Parent and Family Engagement Plan	Staci Gary	5/21/2025	Julie Gauthier	6/27/2024