

Nederland Independent School District



2025-2026 District Improvement Plan

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.

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	7
Student Learning	10
District Processes & Programs	17
Perceptions	23
Priority Problem Statements	27
Data Documentation for CNA	29
Improvement Planning Data	30
Accountability Data	30
Student Data: Assessments	30
Student Data: Student Groups	31
Student Data: Behavior and Other Indicators	31
Employee Data	31
Parent/Community Data	31
Support Systems and Other Data	31
Goals	33
Goal 1 : Nederland ISD will seek continuous student performance improvement by focusi...	34
Goal 2 : Nederland ISD will seek continuous student performance by focusing on Early C...	40
Goal 3 : Nederland ISD will seek continuous student performance improvement by focusi...	44
Goal 4 : Nederland ISD will recruit and retain dedicated, quality personnel and provide a ...	57
Goal Tables	68
RDA Strategies	69
State Compensatory Education	70
Budget for District Improvement Plan	71
Personnel for District Improvement Plan	71
Title I Summary	74
Title I	75
Descriptor 1: Student Progress Monitoring and Supports	75
1.1 Developing and implementing a well-rounded program of instruction to meet th...	75
1.2 Identifying students who may be at risk for academic failure;	75
1.3 Providing additional educational assistance to individual students the LEA or sc...	75
1.4 Identifying and implementing instructional and other strategies intended to stre...	76
Descriptor 2: Teacher Quality	76
Descriptor 3: School Improvement and Support Activities	77
Descriptor 4: Measure of Poverty	77

Descriptor 5: Nature of Programs	77
Descriptor 6: Services to Homeless Children and Youth	78
Descriptor 7: Parent and Family Engagement Strategy	78
Descriptor 8: Early Childhood Education Programs and Transition Plans	78
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	79
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	79
10.1 Coordination with institutions of higher education, employers, and other local ...	79
10.2 Increased student access to early college high school or dual or concurrent e...	79
Descriptor 11: Discipline Disproportionality	80
Descriptor 12: Coordination and Integration	80
12.1 Academic and career and technical education content through coordinated in...	80
12.2 Work-based learning opportunities that provide students in-depth interaction ...	80
Descriptor 13: Other Proposed Uses of Funds	81
13.1 Assist schools in identifying and serving gifted and talented students;	81
13.2 Assist schools in developing effective school library programs to provide stud...	81
Title I Personnel	81
Committees	82
District Education Improvement Committee	83
Meeting Logs	83
Members	83
Assurances	85
Policies, Procedures, and Requirements	87
Addendums	89



Comprehensive Needs Assessment

Demographics

Summary

The District Educational Improvement Council (DEIC) met on Nov 6, 2025, to review and provide input on the District Improvement Plan. State Assessments were given in the Spring of 2025. The district received an overall rating of 88. In addition, the district earned a distinction in the area of Post Secondary Readiness.

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 is less than 100 miles from Houston and less than 50 miles from the Louisiana border. With a current enrollment of 5382 students, Nederland Independent School District is the largest employer in the city.

Nederland ISD educates approximately 5382 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 2024 PEIMS Reporting													
	AA	His	White	Am Ind	Asian	Two or More	Native Hawaiian/ Other Pacific Islander	Sped	504	Eco Dis*	EB	GT	At Risk
District	8.53%	32.98%	46.42%	0.34%	7.72%	3.83%	0.17%	15.6%	9.4%	46.4%	15.65%	7.54%	37.81%
High School	9.66%	29.31%	50.77%	0.47%	6.9%	2.66%	0.2%	12.66%	13.59%	39.37%	10.9%	6.6%	35.1%
Central M S	13.8%	35.2%	38.8%	0.2%	8.8%	3.1%	0.18%	19%	14.2%	51.4%	14.5%	6.6%	46.3%
Wilson M S	4.6%	27.7%	56.2%	0.0%	7.5%	3.9%	0.0%	17.3%	14%	37.9%	8.1%	12.1%	31.6%
Helena	5.7%	26.2%	53.2%	0.4%	10.8%	3.7%	0.1%	18.2%	6.3%	40.5%	13.4%	8.9%	28.2%
Highland	9.5%	35.0%	45.8%	0.9%	3.3%	4.9%	0.6%	18.6%	5.3%	50.2%	16.4%	4.9%	35.9%
Hillcrest	10.5%	54.4%	19.7%	0.3%	11.2%	4.0%	0.0%	13.3%	2.1%	62.1%	39.8%	5.3%	52.3%
Langham	5.2%	26.7%	56.5%	0.0%	4.9%	6.5%	0.2%	14.8%	5.4%	54.2%	10.1%	8.8%	39.8%

Nederland ISD Teacher Demographics

Nederland ISD teacher experience compared to the state. The following data is based on the 2023-2024 TAPR report.

	Number Of Teachers	District	State
Beginning Teachers	12.8	3.5%	8.7%
1-5 Years Experience	63.9	17.5%	27.4%
6-10 Years Experience	79	22.6%	20.2%
11-20 Years Experience	106.3	29.1%	27.1%
Over 20 Years Experience	103.2	28.3%	16.7%

Nederland ISD Teacher Demographics are as follows: 0.8% African American; 6.7% Hispanic; 90.1% White; 1.0% American Indian; 1.6% Asian; and 0.5% Two or More Races.

Nederland ISD's teacher turnover rate is 11.3% compared to the state's turnover rate of 19.1%.

The Nederland Independent School District is nestled in the Southeast corner of Texas where public education is the heart and soul of the community. Nederland ISD has over 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 of the growth and development of our students and district. We continuously strive to create mutually beneficial relationships within our school community.

Strengths

Nederland ISD is comprised of a diverse student population.

Nederland ISD has a 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).

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ The percentage of students who achieve Meets 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/EOC assessments.	We need to continue to develop a growth mindset and to differentiate for our students to achieve a deeper level of understanding of the content.

★ = Priority

Student Learning

Summary

Nederland ISD received a "B" rating (88) in 2025 with a distinction in the area of Postsecondary Readiness.

Nederland ISD Student Achievement: Domain 1

Strengths: Students achieving Meets and Masters showed improvement over the past year even exceeding the number of students reaching the levels of Meets and Masters.

	2017-18	2018-19	2019-2020 (NT)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Approaches	81%	83%	NT	80%	84%	85%	83%	84%
Meets	53%	55%	NT	53%	60%	60%	58%	62%
Masters	23%	26%	NT	26%	30%	26%	25%	28%

School Progress Domain

The calculation of School Progress has changed for the 2022-2023 school year and beyond. The calculation now includes Accelerated Learning points for students who did not meet grade level in the prior year who then earned either Approaches, Meets, or Masters in the current year x 0.25 = Accelerated Learning Points.

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	3,438.0	1	3,438.00
Accelerated Learning Points Earned	346	0.25	86.50
Sum of Annual Growth plus Accelerated Learning Points			3,524.50
Total Tests Evaluated			4,829
Academic Growth Score			73

Annual Growth RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	1,216	0	0
Tests Earning 0.5 Points	350	0.5	175.0
Tests Earning 1 Point	3,263	1	3,263
Annual Growth Points Earned			3,438.0
Total Tests Evaluated			4,829

Accelerated Learning RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	425	0	0
Tests Earning 1 Point	346	1	346
Accelerated Learning Points Earned			346
Total Tests Evaluated			771
Accelerated Learning Score			45

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	127	0.0	78	78.0	48	48.0	18	18.0	21	21.0	2	2.0	294	167.0
High Did Not Meet Grade Level	99	0.0	121	60.5	84	84.0	72	72.0	91	91.0	10	10.0	477	317.5
Low Approaches Grade Level	35	0.0	92	0.0	90	45.0	112	112.0	127	127.0	21	21.0	477	305.0
High Approaches Grade Level	17	0.0	63	0.0	85	0.0	139	69.5	266	266.0	54	54.0	624	389.5
Meets Grade Level	4	0.0	43	0.0	75	0.0	214	0.0	865	865.0	415	415.0	1,616	1,280.0
Masters Grade Level	0	0.0	0	0.0	4	0.0	19	0.0	339	0.0	979	979.0	1,341	979.0
Total	282	0.0	397	138.5	386	177.0	574	271.5	1,709	1,370.0	1,481	1,481.0	4,829	3,438.0

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	425	222	112	12	771	346

Reading/Language Arts (RLA)

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	85	0.0	40	40.0	25	25.0	9	9.0	11	11.0	0	0.0	170	85.0
High Did Not Meet Grade Level	48	0.0	41	20.5	41	41.0	24	24.0	20	20.0	2	2.0	176	107.5
Low Approaches Grade Level	16	0.0	48	0.0	45	22.5	48	48.0	52	52.0	5	5.0	214	127.5
High Approaches Grade Level	7	0.0	31	0.0	40	0.0	67	33.5	135	135.0	14	14.0	294	182.5
Meets Grade Level	3	0.0	25	0.0	35	0.0	91	0.0	544	544.0	185	185.0	883	729.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	11	0.0	246	0.0	634	634.0	894	634.0
Total	159	0.0	185	60.5	189	88.5	250	114.5	1,008	762.0	840	840.0	2,631	1,865.5

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	214	99	31	2	346	132

Mathematics

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	42	0.0	38	38.0	23	23.0	9	9.0	10	10.0	2	2.0	124	82.0
High Did Not Meet Grade Level	51	0.0	80	40.0	43	43.0	48	48.0	71	71.0	8	8.0	301	210.0
Low Approaches Grade Level	19	0.0	44	0.0	45	22.5	64	64.0	75	75.0	16	16.0	263	177.5
High Approaches Grade Level	10	0.0	32	0.0	45	0.0	72	36.0	131	131.0	40	40.0	330	207.0
Meets Grade Level	1	0.0	18	0.0	40	0.0	123	0.0	321	321.0	230	230.0	733	551.0
Masters Grade Level	0	0.0	0	0.0	1	0.0	8	0.0	93	0.0	345	345.0	447	345.0
Total	123	0.0	212	78.0	197	88.5	324	157.0	701	608.0	641	641.0	2,198	1,572.5

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	211	123	81	10	425	214

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

	Relative Performance	Eco Dis %
Component Score		
2018-2019	65	45.9%
2019-2020 (NT)	NT	NT
2020-2021	55	50.8%
2021-2022	58	45.8%
2022-2023	57	49.5%
2023-2024	55	50.0%
2024-2025	58	46.4%

Closing the Gaps: Domain III (Federal Accountability): Academic Achievement (Meets Level), Graduation Status, ELP Status, School Quality Status

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
School Quality (College, Career, and Military Readiness Performance)									
2024 % Students Meeting CCMR	90%	85%	92%	90%	-	96%	-	60%	91%
2024 # Students Meeting CCMR	302	22	93	158	0	26	0	3	160
2024 Total Students	334	26	101	175	0	27	0	5	176
Participation 2024-25									
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%

RLA									
% Participation	100%	99%	100%	100%	75%	100%	100%	99%	99%
# Participants	3,463	297	1,136	1,618	6	269	9	128	2,056
Total Students	3,479	299	1,141	1,624	8	269	9	129	2,067
Mathematics									
% Participation	100%	99%	100%	100%	100%	100%	100%	98%	99%
# Participants	2,916	241	941	1,385	7	223	8	111	1,716
Total Students	2,927	243	945	1,388	7	223	8	113	1,727

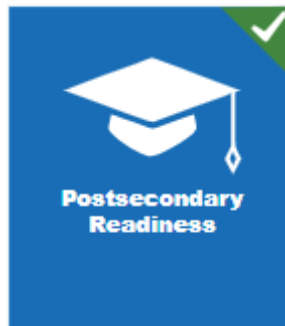
2025 Accountability Rating Overall Summary NEDERLAND ISD (123905) - JEFFERSON COUNTY

✳ Confidential ✳

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	88	B	
Student Achievement	88	B	70%
School Progress	87	B	0%
Academic Growth	81	B	
Relative Performance (Eco Dis: 46.4%)	87	B	
Closing the Gaps	89	B	30%

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	District	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Education	Econ. Disadv	EB/EL (current)
2024	94.4	89.7	95.1	93.8	*	100	100	91.7	92.9	100
2023	95.0	90.9	92.9	96.6	100	100	75.0	88.2	92.1	88.0
2022	95.0	94.1	94.5	94.3	*	100	100	85.3	92.3	100
2021	94.9	95.5	95.7	94.5	100	96.3	80	90	90.8	100
2020	96.7	100	95.8	96.2	*	100	100	93.3	95.8	92.9
2019	95.6	92.6	93.2	97.6	*	96.7	75.0	92.5	91.3	83.3

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ. Disadv	EB/EL (current)
2023	96.0	90.9	95.9	96.7	*	100	100	94.6	94.3	91.7
2022	95.0	94.1	94.5	94.4	100	100	100	85.7	92.3	100
2021	96.1	95.7	95.7	96.2	*	100	83.3	94.1	93.0	100
2020	96.7	100	98.6	96.2	100.0	100	100	93.6	95.9	100
2019	97.5	96.3	98.6	98.5	*	100	75.0	97.5	96.0	100
2018	93.7	100	93.2	92.3	*	100	*	89.2	92.7	83.3

AVERAGE SAT SCORE 2025: 963

ADVANCED DUAL-CREDIT COURSE COMPLETION 2025: 40.3%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2024: 30.0%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2023: 29.5%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2022: 32.0%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2019: 29.8%

ADVANCED DUAL-CREDIT COURSE COMPLETION 2018: 34.1%

Strengths

When data for grades 3-8 are analyzed holistically, NISD students outperformed the state in all tested areas. When End-of-Course data are reviewed, NISD students outperformed the state in each content area tested.

Despite slight drops at the "Approaches" level for subject and grade level tests, Nederland ISD students maintained a high level of success at the "Meets" and "Masters" level for STAAR and EOC.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	The percentage of students who achieve Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.	We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
2★	Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and Rtl to increase each student's growth.	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.

★ = Priority

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 11.3 percent which is significantly lower than the state at 19.1 percent. The average years of experience of Nederland teachers is 14.5 years compared to 11.0 years across the State. The average experience with the District is 9.6 years compared to 6.9 years across the State. Sixty-three members of our staff or 17.3 percent hold a Master's degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain high-quality staff. Two members of our teaching staff hold doctorate degrees. 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; the Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD), which allows teachers to see what has been taught before 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:

Interventions for Learning Loss

- House Bill 1416 provide the structure for accelerated instruction for students who were not successful on the 2025 state assessment.
- Plans were developed for each level and subject.
- Accelerated instruction will follow the guidelines of HB 1416.

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 Rtl to support students in acquiring the concepts being taught.
- Address concerns identified in the Special Education, Rtl, Gifted and Talented, Bilingual/ESL, 504, and dyslexia program evaluations.
- Implement SLO/T-TESS/T-PESS.
- 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 with opportunities to develop 21st Century skills.
- Provide coaching support to teachers.

Career and Technical Education (CTE):

- Improve, expand, and modernize CTE programs, including relevant technology.
- Provide training for teachers (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 students in Special Education, Rtl, Gifted and Talented, Bilingual/ESL, 504, and dyslexia programs are given appropriate accommodations to meet their individual needs.

ESL:

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

Special Education:

Continue to focus on blending instructional practices and accommodations, along with the process of quality Tier 1 instruction for students with disabilities.

- Continue to monitor the appropriate use of accommodations in all classrooms for students with disabilities.
- Continue to provide staff development to administrators to work with all teachers who instruct students with disabilities.
- Provide professional development opportunities for Special Education teachers and

- coordinators on writing strategies to share during teacher training and planning/coaching sessions.
- Continue providing support to campuses by bridging and analyzing STAAR data to improve academic development.
- Collaborate as a team to help build a strong curriculum for all learners in a non-restrictive environment. The assistant superintendent, directors, and coordinators will collaborate closely in order to close the instructional gap between all student groups, especially students with disabilities.
- Provide adequate planning time and support for our teachers throughout the year.

Technology:

Finally, the integration of technology into the interactive classroom, allowing for collaboration, plays a vital role in education today. NISD strives to equip classrooms with technologies that make them completely interactive and iCloud-based at the same time. Teachers who engage students with the right combination of technology and instructional strategies improve learning. Learning experiences take place in authentic settings and require collaboration and management of complex decision-making and sophisticated problem-solving skills. 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 that will enable all students to excel in an information-driven global society.

Nederland ISD provides a technology-rich learning environment where students can expand their knowledge base by accessing, analyzing, evaluating, and communicating information expediently and efficiently with increased project-based learning activities. Students improve their critical thinking, problem-solving, and decision-making skills while learning to work ethically, independently, and collaboratively. Nederland ISD provides a technology-rich learning environment where educators can improve instructional strategies to increase achievement for all students, regardless of their ethnicity, socio-economic status, or learning styles. Educators accurately and efficiently assess, monitor, and communicate student progress to parents and improve personal skills through hands-on staff development in technology and the sharing of knowledge and resources with colleagues.

The Nederland ISD Technology Plan supports the Essential Knowledge and Skills (TEKS) as well as the Technology Application TEKS as required in the Texas Education Code, Section 28.002. This plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and schools. Technology plays a pivotal role in today's teaching and learning experiences. 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.

Nederland ISD became a fully 1:1 mobile device integrated district with the financial support of a community-supported Bond adoption. This adoption brought standardization and equity to the classroom for all students. Combining the benefits of a 1:1 integrated learning environment with a robust and secure network empowers students to become competitive, productive, and independent members of 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 infrastructure to support sustained learning.

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:

District Improvement Plan Campus #123905

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Page 19 of 89

- 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 New Teacher Induction program (NTI) during the first three years of employment and assignment of mentor teachers.

Leadership Development:

- The Leadership Professional Learning Communities (Assistant Principals, Counselors, District Leadership Team [DLT], and Principals, District Instructional [DIL] provide 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 to all teachers that included individual choice, gifted and talented options, 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 Tier 1 instruction.

Career and Technical Education (CTE):

- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to Tier 1 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 district 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 Emergent Bilingual students and students with disabilities.
- Providing professional development for teachers to address the needs of different groups of learners by supporting campuses with coaching, planning support and research based instructional materials specific to Emergent Bilingual students and students with disabilities continue to be a strong focus in the 2024-2025 school year.

Social/Emotional Supports

Nederland ISD has adopted the Capturing Kids Hearts(CKH) model for supporting students’ and staff members’ social emotional needs. Teachers were trained using the CKH model for classroom culture

and SEL support. The district also has a partnership with Community in Schools and Samaritan Counseling to meet the needs of students. Finally, the district implements a social/emotional survey to all students to identify students in need of assistance.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1★ Within the district, there has been an increase in the number of students in need of additional services.	Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.
2 Teachers, administrators, and instructional aides need continual opportunities for staff development.	Professional Learning is essential for all staff in an effort to improve student achievement and the learning environment.
3 Recruiting highly qualified staff for high need staffing areas.	Teacher shortage in these areas due to retirements and lack of new candidates.
4 HB3 requires training for mentor teachers involving new professional development plans to support the mentors and the new teachers the mentors assist.	Support for new teachers to help retain them past the initial three years.
5 The number of students enrolled in advanced courses does not reflect the demographics of the district.	Limited educational opportunities for students and parents on the advantages of taking advanced courses in high school.

 = Priority

Perceptions

Summary

4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Disadv	EB/EL (current)
2024	94.4	89.7	95.1	93.8	100	100	91.7	92.9	100
2023	95.0	90.9	92.9	96.6	100	75.0	88.2	92.1	88.0
2022	95.0	94.1	94.5	94.3	100	100	85.3	92.3	100
2021	94.9	95.5	95.7	94.5	96.3	80.0	90.0	90.8	100
2020	96.7	100	95.8	96.2	100	100	93.3	95.8	92.9

5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Disadv	EB/EL (current)
2023	96.0	90.9	95.9	96.7	100	100	94.6	94.3	91.7
2022	95.0	94.1	94.5	94.4	100	100	85.7	92.3	100
2021	96.1	95.7	95.7	96.2	100	83.3	94.1	93.0	100
2020	96.7	100	95.9	96.2	100	100	93.6	95.9	92.9
2019	97.5	96.3	98.6	98.5	100	75.0	97.5	96.0	100

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	16	3	3	0	1	5	0	7	0
Alcohol	1	0	1	0	0	0	0	0	0
Firearm at School	0	0	0	0	0	0	0	0	0

Student Code of Conduct	588	121	162	0	19	114	1	269	23
Terroristic Threat	6	4	1	0	0	1	0	3	1
Assault against school employee	0	0	0	0	0	0	0	0	0
Assault against other	6	0	0	0	0	1	0	2	0
Aggravated Assault against other	0	0	0	0	0	0	0	0	0
Fighting/Mutual Combat	53	16	10	0	3	13	0	25	2
Bullying	2	0	1	0	0	1	0	1	0

District Culture and Climate

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 enhances 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 "Simply the Best" and "Going From Good to Great!"

An Employee Engagement Survey was conducted in Spring, 2025. Another Employee Engagement Survey will be conducted in Spring, 2025

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, X, and Instagram 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 Parent Teacher Conference Days to meet with parents at the end of the first grading period.

Strengths

Areas of Needs for Parent and Community Involvement

Areas of need include the following:

- Increase business partnerships
- Increase donations
- Increase District Communication
- Increase Social Media usage; including Spanish social media and website

District Culture and Climate Strengths

Moving into the 2025-2026 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 (CKH, Rtl Behavior).
- Working with campus staff to address the goal of decreasing the rate/number of both in-school and out-of-school suspensions.
- 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	Root Cause
1 ★ Relational capacity growth needed to address student academic needs.	A better understanding of the culture and needs of the sub populations within the district.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

The percentage of students who achieve Meets 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/EOC assessments.

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

2★

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

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

3★

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.

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.

4★

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

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

5★

Relational capacity growth needed to address student academic needs.

A better understanding of the culture and needs of the sub populations within the district.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3

Accountability Data

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

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
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading 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
- ☒ 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
- ☒ 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

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 71% to 75% by June 2030. (HB-3)

Performance Objective 1 HB3 Goal

By June, 2030, 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 2030 Reading Assessment will be at a minimum of 75% meeting grade level in all student population groups.

Evaluation Data Source: STAAR Data Results and Accountability Results

Strategy 1 Results Driven Accountability

Implement with fidelity Texas Curriculum Management Program Cooperative 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: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals

Formative Reviews

 Accomplished

December

March

June

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: Increased student growth in reading

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals
Interventionists
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 3 Results Driven Accountability

Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, Really Great Reading, Waggle, and Waterford.

Strategy's Expected Result/Impact: Increased student growth in reading

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals
Interventionists
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 4 Results Driven Accountability

Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual.

Strategy's Expected Result/Impact: Increase in student growth in reading

Staff Responsible for Monitoring: State and Federal Program Coordinator, Principals, Teachers

Formative Reviews

Moderate Progress

December

March

June

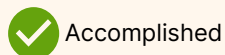
Strategy 5 Results Driven Accountability

Ensure master schedule reflects built-in intervention time during the school day.

Strategy's Expected Result/Impact: Student growth in reading

Staff Responsible for Monitoring: Principals
Interventionist
Teachers

Formative Reviews



Accomplished

December

March

June

Strategy 6 Results Driven Accountability

Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices..

Strategy's Expected Result/Impact: Earlier identification of students with dyslexia
Increase of student growth in reading

Staff Responsible for Monitoring: Special Education Director, Dyslexia Specialist

Formative Reviews

Considerable Progress

December

March

June

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Continue training any PreK - 3rd grade teachers, Elementary Special Education teachers, Elementary ESL teachers, Interventionist, and Elementary Dyslexia teachers.

Strategy's Expected Result/Impact: Increase student growth in reading

Staff Responsible for Monitoring: State and Federal Program Coordinator
Elementary Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Continue offering opportunities for all Elementary Teachers to become ESL Certified.

Strategy's Expected Result/Impact: increase student growth in reading for our EB students support EB students through the ELPs

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
State and Federal Programs Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 10

Continue to train all K-3 teachers in Really Great Reading phonics instruction.

Strategy's Expected Result/Impact: Increase student growth in reading

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals

Formative Reviews



Accomplished

December

March

June

Strategy 11

Ensure Interventionist work with our RtI and HB1416 students in a small group setting to build reading skills and close learning gaps.

Strategy's Expected Result/Impact: Increase student growth in reading

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
Interventionist

Formative Reviews

Moderate Progress

December

March

June

Strategy 12

Administer the mCLASS assessment to all K-2nd grade students.

Strategy's Expected Result/Impact: Increase student growth in reading
Identify students struggling with specific reading skills
Identify students who may show indicators of dyslexia

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Dyslexia Specialist
Principal
Interventionist

Formative Reviews

Considerable Progress

December

March

June

Strategy 13

Use data from CLI, mCLASS, NWEA - MAP Growth, Lexia, and Waterford to drive instruction for students to close reading gaps.

Strategy's Expected Result/Impact: Increase student growth in reading

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 14

Use data from writing samples collected at the beginning, middle, and end of the year to improve performance on constructed responses across the curriculum.

Strategy's Expected Result/Impact: Increase growth in expressing comprehension and critical thinking in response to reading

Staff Responsible for Monitoring: Teachers, Principals, Curriculum Coordinators, and Asst. Superintendent for Curriculum and Instruction

Formative Reviews

Considerable Progress

December

March

June

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 64% to 68% by June 2030. (HB-3)

Performance Objective 1 HB3 Goal

By June 2030, 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 2030 Math Assessment will be at a minimum of 68% meeting grade level in all student population groups.

Evaluation Data Source: STAAR Data and Accountability Results

Strategy 1

Implement with fidelity Texas Curriculum Management Program Cooperative 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

Formative Reviews

 Accomplished

December

March

June

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: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals
Interventionists
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Incorporate technology enriched curriculum with individualized math programs that are aligned with STAAR such as Progress Learning.

Strategy's Expected Result/Impact: Increased student growth in math

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals
Interventionists
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Ensure master schedule reflects built-in intervention time during the school day.

Strategy's Expected Result/Impact: Increased student growth in math

Staff Responsible for Monitoring: Principals
Interventionist
Teachers

Formative Reviews

 Accomplished

December

March

June

Strategy 5 Results Driven Accountability

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 of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 6

Identify K-5 teachers and interventionist to attend the summer Math Academy at Region 5.

Strategy's Expected Result/Impact: Teachers gain a better understanding of best practices for teaching math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

Ensure Interventionist work with our RtI and HB1416 students in a small group setting to build math skills and close learning gaps.

Strategy's Expected Result/Impact: Increased student growth in math

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
Interventionist

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

Continue offering opportunities for all Elementary Teachers to become ESL Certified.

Strategy's Expected Result/Impact: Increase student growth in reading for our EB students

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
State and Federal Programs Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Use data from local tests, district benchmarks, NWEA MAP - Growth, Waggle, and Progress Learning to drive instruction for students to close math gaps.

Strategy's Expected Result/Impact: Increase student growth in math

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction
Elementary Curriculum Coordinator
Principals

Formative Reviews

Considerable Progress

December

March

June

Goal 3

Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates who meet the criteria for CCMR on the TAPR will increase from 92% to 96% by August 2030.

Performance Objective 1 **High Priority** **HB3 Goal**

Nederland ISD will increase the percent of students achieving College, Career, or Military (CCMR) readiness by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR
CCMR Plan

Strategy 1 **Equity Plan**

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 Principal, AVID Coordinator

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Prepare students for SAT in English III and IV classes.

Strategy's Expected Result/Impact: Increase Student Participation

Staff Responsible for Monitoring: Assistant Superintendent for C&I, High School Principal

Formative Reviews

Considerable Progress

December

March

June

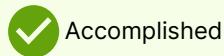
Strategy 3 **Equity Plan**

Provide funding through HB3 guidance for AP, SAT and TSIA2.

Strategy's Expected Result/Impact: PSAT, SAT, TSIA2 results
Increase enrollment in AP courses and dual enrollment courses

Staff Responsible for Monitoring: Secondary Coordinators, Counselors

Formative Reviews



Accomplished

December

March

June

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. Continue virtual cohort for AP teachers to remain current with professional learning.

Strategy's Expected Result/Impact: Lesson Plans;
Student Participation;
Communication of Events

Staff Responsible for Monitoring: Principals, Teachers, Counselors, CTE Director

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Increase the number of teachers attending AP professional development, including middle school teachers. Facilitate vertical team meetings for teachers who teach PreAP and AP classes. Offer study groups for AP exam prep outside of the school day.

Strategy's Expected Result/Impact: AP Exam Scores, longitudinal data, student participation
Teacher and student feedback

Staff Responsible for Monitoring: Secondary Coordinators, High School Principal

Formative Reviews

Considerable Progress

December

March

June

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.

Strategy's Expected Result/Impact: Data Comparison
Course grades

Staff Responsible for Monitoring: High School Principal, Secondary Content Coordinators, Counselors

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

Create a post-secondary culture through dialogues and action including parent meetings, research of programs, college fair (October 13), 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

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Provide Credit Recovery program, learning recovery, and 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

Formative Reviews

Moderate Progress

December

March

June

Strategy 9 ☒ Results Driven Accountability

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 10

Continue to offer College Bridge as a mechanism for students to earn their CCMR college readiness credential.

Strategy's Expected Result/Impact: Increase number of students earning CCMR credential.

Staff Responsible for Monitoring: Assistant Superintendent for C and I, High School Principal, Secondary Curriculum Coordinators

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 2 High Priority HB3 Goal

Nederland ISD will increase the percent of students earning Industry-Based Certifications by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR, CCMR Plan

Strategy 1

Develop multiple delivery methods to provide CTE information to students and parents. Offer Career and College Readiness Class at middle and elementary 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, Secondary Counselor, Principals, Assistant Superintendent for C&I

Formative Reviews

Considerable Progress

December

March

June

Strategy 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

Formative Reviews

Some Progress

December

March

June

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Utilize the CTE Facebook page and campus and district webpage 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

Formative Reviews

Moderate Progress

December

March

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

Some Progress

December

March

June

Strategy 6

Continuing 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

Moderate Progress

December

March

June

Strategy 7

Pay for up to two test fees 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

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 3 High Priority HB3 Goal

Nederland ISD will increase the percent of students earning CCMR point through dual enrollment and/or AP testing by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR
CCMR Plan

Strategy 1

Increase enrollment and rigor in advanced coursework in Middle School and High School to prepare students for Dual Credit Courses and AP testing.

Strategy's Expected Result/Impact: Increase number of students earning credit for AP and Dual Enrollment.

Staff Responsible for Monitoring: Counselors
Principals
Curriculum Coordinators

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Offer dual credit 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

Formative Reviews

Moderate Progress

December

March

June

Strategy 3 Equity Plan

Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA-2) for students.

Strategy's Expected Result/Impact: Increase in the number of students eligible for dual enrollment.

Staff Responsible for Monitoring: Principal
Curriculum Coordinators
Counselors

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 4 High Priority HB3 Goal

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

Evaluation Data Source: STAAR Data Results and Accountability Results

Strategy 1

Utilize Pathway, IXL, Waggle and Progress Learning for reading and math for K-8th grade students for learning recovery and interventions.

Strategy's Expected Result/Impact: Increased growth on universal screening reports. Improved six week grades. Reduced failure rates

Staff Responsible for Monitoring: Principal, Counselors, Teachers, Curriculum Coordinators

Formative Reviews

Considerable Progress

December

March

June

Strategy 2 Equity Plan

Utilize Response to Intervention (Rtl) with fidelity including an emphasis on Progress Monitoring.

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Use effective research-based instructional strategies for 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

Formative Reviews

Considerable Progress

December

March

June

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

Formative Reviews

 Accomplished

December

March

June

Strategy 5 Equity Plan

District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, SIOP, Texas Curriculum Management Program Cooperative, RTI, Higher Order Thinking Skills (H.O.T.S), differentiation, data analysis, and 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

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Increase overall student progress by focus on data driven instruction (AWARE) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools through 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

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of online programs to ensure fidelity and efficacy of the results. (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

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, NWEA - MAP Growth, Lexia, Texas Curriculum Management Program Cooperative, IXL, Waggle, Progress Learning, 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

Formative Reviews

Considerable Progress

December

March

June

Strategy 9

Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices for English language acquisition education.

Strategy's Expected Result/Impact: Increase in student growth, Increase in Graduation Rate

Staff Responsible for Monitoring: State and Federal Program Coordinator, Teachers, Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 10 Results Driven Accountability

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 11

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 12 Results Driven Accountability

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

Formative Reviews

Some Progress

December

March

June

Performance Objective 5 High Priority

Nederland ISD will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2025 following HB1416.

Evaluation Data Source: tutoring logs
progress monitoring
completed accelerated instruction plan
2025 STAAR Scores

Strategy 1 Results Driven Accountability Equity Plan

Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters.

Strategy's Expected Result/Impact: Improved performance of STAAR Assessments
Improved student achievement
Enhance growth opportunities for students

Staff Responsible for Monitoring: Teachers
Principal

Formative Reviews

Considerable Progress

December

March

June

Strategy 2 **Results Driven Accountability** **Equity Plan**

Monitor student progress in the Accelerated Instruction setting.

Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning Committee (ALC) goals.

Staff Responsible for Monitoring: Teachers
Principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 3 **Results Driven Accountability** **Equity Plan**

Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5.

Strategy's Expected Result/Impact: Improved STAAR performance.
Improved student growth and achievement.

Staff Responsible for Monitoring: Principals
Curriculum Coordinators
Assist Supt for C and I

Formative Reviews

Considerable Progress

December

March

June

Goal 4

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

Performance Objective 1 High Priority

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

Evaluation Data Source: Increase staff retention from 88.7% to 93.7% as identified on the TAPR report. Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Strategy 1 Equity Plan

Implement Teacher Incentive Allotment (TIA) Program for the following areas during 2025-2026: STAAR 4th-8th grade Math and Reading, EOC English I, English II, and Algebra I.

Strategy's Expected Result/Impact: Retain and Attract High Performing Teachers
Add teacher performance pay
Improve student growth

Staff Responsible for Monitoring: Assistant Superintendent for C and I
Principals
Curriculum Coordinators

Formative Reviews

Moderate Progress

December

March

June

Strategy 2 Results Driven Accountability Equity Plan

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Continue monthly employee recognition programs and a semi-annual newsletter about the positive happenings in the district to promote a positive culture.

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 H. R. and Operations, Superintendent; Campus Administrators

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

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



Accomplished

December

March

June

Strategy 7

Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. (SP) (DG) Conduct monthly faculty meetings to showcase featured staff or recognize staff through social media. (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

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 9

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 10 Equity Plan

Staffing will be compared 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. TASB will be conducting a Salary and Pay Systems Survey in the Spring of 2026

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 11

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 12

Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese, and Sam Houston State)

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 13

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

Formative Reviews

Some Progress

December

March

June

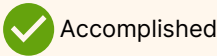
Strategy 14

Conduct a biennial Nederland ISD Summit for professional learning that incorporates district teacher presenters, district vendors, and community stakeholders to grow teacher knowledge and skills to improve student achievement.

Strategy's Expected Result/Impact: Use the skills and strategies learned during the Summit to enhance student learning and achievement.

Staff Responsible for Monitoring: Assistant Superintendent, Principals, Curriculum Coordinators, and Instructional Technologist

Formative Reviews



December

March

June

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 Source: Three Year Professional Learning Plan
Annual Professional Learning Plan ensures staff needs are met
Report on the Professional Learning offerings
TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

Strategy 1

Continue using district-wide data derived from staff surveys, administration surveys, and student achievement to determine professional learning needs for future professional development. (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

Formative Reviews



December

March

June

Strategy 2

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)

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 3

Implement additional safety measures to ensure student and staff safety.

Strategy 1

All exterior doors on all campuses will be locked during the instructional day.

Strategy's Expected Result/Impact: Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly.

Staff Responsible for Monitoring: Campus SRO and Security Officers
Assistant Principals
Principals
Assistant Superintendent for HR

Formative Reviews



Accomplished

December

March

June

Strategy 2

As a best practice, Campus SRO and Security Officers will perform random checks of interior doors.

Strategy's Expected Result/Impact: Campus SRO and Security Officers will conduct random checks of interior doors.

Staff Responsible for Monitoring: Teachers
Campus SRO and Security Officers
Assistant Principals
Principals
Assistant Superintendent for HR

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Develop a schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR.

Strategy's Expected Result/Impact: Improve effectiveness of safety drills
Improve preparedness for emergency events

Staff Responsible for Monitoring: Assistant Principals
Principals
Assistant Superintendent for HR

Formative Reviews



Accomplished

December

March

June

Strategy 4

Schedule and perform safety audits to identify areas for improvement.

Strategy's Expected Result/Impact: Improve effectiveness of campus safety
Improve preparedness for emergency events

Staff Responsible for Monitoring: Assistant Principals
Principals
Assistant Superintendent for HR

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 4 High Priority

Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Strategy 1

Train new teachers in the implementation of the Capturing Kids Hearts (CKH) model.

Strategy's Expected Result/Impact: Impact positive school culture
Decrease discipline referrals
Improve attendance
Address social and emotional needs of students

Staff Responsible for Monitoring: Principals

Formative Reviews

 Accomplished

December March June

Strategy 2

Monitor successful implementation of the CKH in classrooms.

Strategy's Expected Result/Impact: Development of social contracts
decrease in discipline referrals
increase attendance
address social and emotional needs of students

Staff Responsible for Monitoring: Principals
Assistant Principals
Curriculum Coordinators
Assistant Superintendent for C and I

Formative Reviews

 Considerable Progress

December March June

Strategy 3

Provide support for teachers implementing CKH by scheduling professional learning, "CKH Recharge" in October 2025.

Strategy's Expected Result/Impact: Increase fidelity of CKH implementation
decrease discipline referrals
increase attendance
address social and emotional needs of students

Staff Responsible for Monitoring: Principals

Assistant Principals

Curriculum Coordinators

Assistant Superintendent for C and I

Formative Reviews



Accomplished

December

March

June

Performance Objective 5

In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact. 1. Methods for addressing the needs of students for special programs: a. early mental health intervention and suicide prevention [FFB(LOCAL)-A] 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 [FDC(LOCAL)-A] 2. Attendance [FEA(LOCAL)-A] 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 [FFH(LOCAL)-A] c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below) 6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831] a. Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A] b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A] c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A] d. resources and information available for students seeking help and informing students of the dangers of dating violence 7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students. 8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures. 10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. 12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above) 13. Higher-Ed Information Strategies (Middle/Junior High and High Schools) 14. Migrant Services (All Campuses)

Evaluation Data Source: In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing the needs of students for special programs:
 - a. early mental health intervention and suicide prevention [FFB(LOCAL)-A]
 - 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 [FDC(LOCAL)-A]
2. Attendance [FEA(LOCAL)-A]
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 [FFH(LOCAL)-A]
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A]
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A]
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A]
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Implement with fidelity Texas Curriculum Management Program Cooperative to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.
1	1	3	Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, Really Great Reading, Waggle, and Waterford.
1	1	4	Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual.
1	1	5	Ensure master schedule reflects built-in intervention time during the school day.
1	1	6	Oversee Dyslexia Program, monitor testing timelines, assess students during the identification process, and ensures our teachers are trained in current dyslexia practices..
2	1	5	Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program.
3	1	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.
3	4	10	Provide staff in the Special Education program training on supplemental instruction/ support/interventions and behavior interventions.
3	4	12	Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA).
3	5	1	Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters.
3	5	2	Monitor student progress in the Accelerated Instruction setting.
3	5	3	Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 5.
4	1	2	Continue implementing District and Campus Professional Learning Communities (PLC).



State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,706,845.00

Total FTEs Funded by SCE: 33.22

Brief Description of SCE Services and/or Programs

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code, Nederland ISD provides State Compensatory Education (SCE) services that are supplemental to the regular education program for students identified as at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment. As a district with a poverty rate of 40% schoolwide, supplemental SCE funds are used primarily to provide additional instructional support staff, including interventionists, paraprofessionals, and other personnel who assist with targeted academic interventions. SCE funds also support supplemental instructional materials, progress-monitoring tools, and MTSS/RtI systems to ensure timely intervention for struggling learners. Programs and services funded through SCE include supplemental small-group instruction, credit recovery, extended learning opportunities, summer learning, tutoring, instructional technology resources, and intervention blocks embedded into campus schedules. These services are coordinated with campus MTSS and intervention teams to monitor student performance, adjust supports, and ensure targeted assistance is provided in addition to Tier I instruction. SCE funds also help provide support for students participating in specialized programs such as Dyslexia, 5 and Emergent Bilingual services to accelerate student progress. All SCE expenditures are aligned to identified needs in the Comprehensive Needs Assessment (CNA), documented in the District and Campus Improvement Plans, and are monitored to ensure they remain supplemental to the regular education program and aligned to the statutory purpose of increasing academic achievement and reducing dropout rates for at-risk students.

Personnel for District Improvement Plan

Name	Position	FTE
Alice Ary	DAEP- Clerical	1
Ashley Evans	PreK Teacher	0.5
Ashley Landry	Math Teacher	0.38
Ashley Partain	5th Grade Teacher	0.5
Carlee Vayon	Teacher	0.5
Christine Carcerano	PreK Teacher	0.5
Dana Vanduker	ELAR Teacher	0.75
Donna Cherry	PreK Paraprofessional	0.5
Emily Mazzola	Math Teacher	0.5
Evelyn Vega	PreK Teacher	0.5
Gretchen Jeffcoat	CTE Teacher	0.88
Jana Hileman	Paraprofessional	1
Jessica Lemoine	DAEP Teacher	1
Julie Gallier	Math Teacher	0.5

Kathy Cloud	PreK Paraprofessional	0.5
Kevin Lovelady	Social Studies Teacher	0.88
Kimberly Riley	Paraprofessional	1
Krista Pastorella	PreK Teacher	0.5
Krysten Grave	ELAR Teacher	1
Laura Berry	Dyslexia Teacher	1
Laurel Wright	5th Grade Teacher	0.5
Lauren Summers	Teacher	0.25
Levi Morris	Math Teacher	0.33
Linda Ramsey	PreK Paraprofessional	0.5
Lindsey Wright	Paraprofessional	1
Maricela Torres	Bilingual PreK Teacher	0.5
Mary Hudson	5th Grade Teacher	0.5
Mary Monique Clark	Dyslexia Teacher	1
Matthew McAfee	Math Teacher	0.5
Mondi Hebert	PreK Paraprofessional	0.5
Monica Placette	Special Ed Teacher	1
Nikki Garza	PreK Paraprofessional	0.5
Paula Hussey	Dyslexia Teacher	1
Perla Castro	Bilingual PreK Teacher	0.5
Peyton McKinley	Math Teacher	0.5
Rachel Cullia	5th Grade Teacher	0.5
Rebecca McMains	Art Teacher	0.25
Samantha Fontenot	Paraprofessional	1
Sandy Nguyen	PreK Paraprofessional	0.5
Sarah Seigrist	PreK Teacher	0.5
Shawnda Neil	Paraprofessional	1
Sherry Darder	Dyslexia Teacher	1
Stacey Torres	Paraprofessional	1
Stacy Odom	Paraprofessional	1

Susan Smith	PreK Teacher	0.5
Terra Louvier	Dyslexia Teacher	1
Vicky Gonsoulin	DAEP Teacher	1
William Clemmons	Director of Alternative Education	1



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Nederland ISD develops and implements a well-rounded instructional program aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure that all students are provided equitable access to rigorous academic content. The district systematically monitors student progress toward meeting challenging State academic standards through multiple measures including universal screeners, curriculum-based assessments, district benchmarks, classroom assessments, and STAAR/EOC performance. Data are collected and analyzed at regular intervals through Professional Learning Communities (PLCs), data meetings, and administrative reviews to identify trends, determine the level of mastery for each student, and coordinate appropriate instructional responses.

Teachers and campus/district teams utilize platforms such as Eduphoria Aware, CLI, mCLASS, Renaissance STAR Reading/Math, Progress Learning, TELPAS, and locally developed assessments to guide instructional planning, inform interventions, and monitor growth over time. Special student populations — including Emergent Bilingual, Special Education, Dyslexia, Section 504, Gifted/Talented, and At-Risk students — receive targeted support through the Response to Intervention (RtI) framework, individualized services, and accommodations delivered during Tier I instruction and scheduled intervention blocks aligned to HB 4545/SB 1416 requirements.

Administrators conduct routine classroom walk-throughs to monitor implementation fidelity of district curriculum, instructional practices, and accommodations. Results are shared with students, families, and stakeholders to promote meaningful engagement, and findings are used to revise instruction, allocate resources, and adjust programming to improve student outcomes. Annual review of progress through the Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) process ensures continuous improvement and that all students remain on track to meet or exceed State academic standards.

1.2 Identifying students who may be at risk for academic failure;

Nederland ISD utilizes a comprehensive, multi-source identification process to determine which students are at risk for academic failure. The district reviews universal screening data, classroom performance, district benchmarks, STAAR/EOC results, TELPAS progress, attendance, discipline, course failure rates, and retention history to identify students exhibiting early signs of academic difficulty. Students receiving Special Education, Section 504, Dyslexia, and Emergent Bilingual services are monitored routinely to ensure academic and linguistic needs are met. Teachers also refer students based on classroom observations and concerns regarding academic, behavioral, or social-emotional barriers to learning. Identified students are supported through the Response to Intervention (RtI) framework, which includes timely progress monitoring, documented interventions, and adjustments to instruction based on data. Students who do not initially respond to Tier I supports receive targeted Tier II small-group interventions, and if necessary, Tier III intensive supports. The district ensures compliance with HB 4545/SB 1416 by identifying students who did not meet grade-level expectations on state assessments and placing them in accelerated instruction. At-risk designations are reviewed continuously through data meetings to ensure timely support, parent notification, and appropriate documentation. Findings from at-risk identification processes are reviewed annually through the Comprehensive Needs Assessment (CNA) and in consultation with the District Educational Improvement Committee (DEIC) to ensure resource alignment, stakeholder involvement, and continuous improvement in meeting the needs of all students.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Nederland ISD provides additional educational assistance to students who need support in meeting State academic standards through a tiered MTSS/RtI system that includes targeted small-group instruction, intervention blocks, tutoring, and accelerated instruction aligned with HB 4545/SB 1416. Students are identified for supplemental support through universal screeners, classroom assessments, district benchmarks, STAAR/EOC results, TELPAS, and teacher referral, consistent with processes outlined in the NISD MTSS framework. Additional assistance is supplemental to Tier I core instruction and is delivered through specialized programs including Special Education, Section 504, Dyslexia, State Compensatory Education, and Bilingual/ESL services. Services may include individualized instruction, extended learning opportunities, summer learning, and supplemental reading and math support, while Emergent Bilingual students receive targeted language and academic assistance through Transitional Bilingual Early Exit and ESL models. Student progress is reviewed routinely through data meetings and Eduphoria Aware, and interventions are adjusted to ensure timely and equitable support. Families are notified when supplemental services are provided and are engaged as partners in supporting student progress to ensure all students receive the assistance needed to meet challenging State academic standards.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Nederland ISD identifies and implements instructional and systemic strategies to strengthen academic programs and improve school conditions for learning through a TEKS-aligned curriculum supported by the TEKS Resource System, ongoing PLC collaboration, and district-developed benchmark assessments. The district's continuous improvement model utilizes PLC data analysis to monitor curriculum alignment, plan targeted instruction, and guide reteach/enrichment activities. As outlined in the District Improvement Plan, NISD strengthens instructional programming by increasing inclusion practices, monitoring Tier I instruction, integrating accommodations for Special Education, RtI, GT, Bilingual/ESL, 504, and Dyslexia students, and addressing opportunities identified in annual program evaluations. Teachers receive ongoing professional development in reading, writing, sheltered instruction, second-language acquisition, implementation of ELPS, and content-specific best practices to ensure effective delivery of rigorous instruction and consistent use of accommodations and intervention supports.

Campuses incorporate the MTSS framework to deliver research-based instructional and behavioral strategies, including small-group instruction, cooperative learning, explicit vocabulary development, and progress monitoring. Technology integration also enhances instructional delivery and collaboration, with 1:1 mobile devices supporting access to digital learning tools, project-based learning, and data-driven planning. Academic programs are further strengthened by expanding CTE pathways, industry-based certification opportunities, and gifted/talented enrichment to increase student engagement and college-career readiness. School conditions for learning are improved through systematic PBIS implementation, campus safety upgrades, ongoing walkthroughs, and procedures that reinforce positive school culture, attendance, and student well-being. These strategies are reviewed through PLCs, administrative evaluations, and data meetings to continuously improve instructional delivery and ensure that all students have access to high-quality learning environments and academic programming.

Descriptor 2: Teacher Quality

Nederland ISD is committed to ensuring that low-income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district continuously reviews staff certifications, years of experience, and teacher performance data to identify potential disparities across campuses. Hiring and placement decisions consider teacher qualifications to ensure that appropriately certified and effective educators are assigned equitably. Campus and district administrators utilize T-TESS evaluation results, student performance trends, and program feedback to identify areas of instructional need and to provide targeted coaching, mentoring, and professional development.

To minimize the number of out-of-field or inexperienced teachers providing instruction to vulnerable student groups, NISD prioritizes staffing stability at Title I schools and supports new teachers through a New Teacher Induction and mentorship structure, as noted in district planning documents. When out-of-field placement is necessary, the district provides additional training, support, and monitoring to ensure instructional quality. Professional learning, including content-specific and program-specific training, is offered throughout the year to strengthen teacher capacity in serving students with diverse learning needs, including Special Education, 504, Dyslexia, and Emergent Bilingual students. Certification pathways and exam preparation opportunities are provided to increase the number of ESL and Bilingual-certified teachers, helping ensure that

language instruction is delivered by teachers qualified to support multilingual learners.

District-level analyses are conducted annually to determine whether low-income or minority students are disproportionately served by inexperienced or out-of-field teachers. If inequities are identified, staffing adjustments, professional development plans, mentorship, and recruitment efforts are implemented to correct imbalances. Through monitoring, data review, targeted support, and purposeful staff placement, Nederland ISD works to ensure that all students have equitable access to experienced, effective, and appropriately certified educators.

Descriptor 3: School Improvement and Support Activities

Nederland ISD carries out its school support and improvement responsibilities under Section 1111(d)(1) and (2) by annually reviewing campus performance indicators, identifying campuses in need of comprehensive (CSI) or targeted (TSI/ATSI) support, and implementing evidence-based strategies aligned to the findings of the Comprehensive Needs Assessment (CNA). When a campus is identified for improvement, the district collaborates with campus leadership to develop an improvement plan that includes root-cause analysis, targeted goals, timelines, and progress-monitoring structures. These plans are submitted to the Texas Education Agency and reviewed by the District Leadership Team, including federal programs staff, curriculum and instruction leaders, and campus administrators. Identified campuses receive coordinated support through targeted professional development, instructional coaching, data analysis support, and implementation of district MTSS and intervention systems. The district monitors progress throughout the year using interim assessments, PLC review of student performance data, administrative walkthroughs, and analysis of subgroup outcomes to ensure strategies are implemented with fidelity and are producing the intended effects.

As required under Section 1111(d)(2), the district ensures that stakeholders, including families, are engaged in school-level planning and implementation efforts, and that required notifications are posted publicly. Resources and supports are prioritized for identified campuses, including additional personnel support, extended learning opportunities, and access to supplemental instructional materials. If a campus does not demonstrate adequate improvement, the district reevaluates and adjusts strategies to ensure ongoing progress. Through continual monitoring, resource alignment, and collaboration, Nederland ISD ensures that school support and improvement activities foster sustainable change and increased academic achievement for all students.

Descriptor 4: Measure of Poverty

Nederland ISD uses the percentage of students eligible for free and reduced-price meals under the National School Lunch Program (NSLP) as its poverty criterion to determine Title I, Part A school attendance areas and to allocate funds in accordance with Section 1113. Each year, district enrollment and NSLP eligibility data are reviewed to identify campuses with the highest percentages of low-income students, and those campuses are designated as Title I schoolwide campuses in rank order based on poverty percentage. Schools with poverty rates at or above the district's established threshold receive priority for Title I services, program funding, and supplemental supports. This process ensures that Title I, Part A funds are directed to campuses with the greatest need, allowing the district to provide equitable access to supplemental instruction, intervention programs, and student supports aligned to federal requirements. All determinations and funding decisions are documented annually and reflected in the District and Campus Improvement Plans.

Descriptor 5: Nature of Programs

Nederland ISD operates Title I, Part A Schoolwide Programs on eligible campuses that meet the federal poverty threshold. Schoolwide programs provide comprehensive reform strategies designed to upgrade the entire instructional program. Campuses use Title I funds to strengthen core instruction; provide supplemental intervention services; implement MTSS/RtI supports; expand access to evidence-based instructional materials; and offer professional development focused on academic improvement, student engagement, and support for diverse learner needs. Schoolwide campuses may provide additional opportunities such as extended learning time, targeted small-group instruction, tutoring, and supplemental literacy and mathematics resources to accelerate student progress.

If a campus were to operate as a Targeted Assistance Program, Title I services would be provided only to identified students who are most at risk of failing to meet State academic standards. Services could include supplemental instruction, progress monitoring, intervention support, and professional development targeted to the needs of identified students. Identified students would be served by certified staff, and progress would be reviewed regularly to ensure effective implementation.

To the extent applicable, the district collaborates with local residential facilities, institutions for neglected or delinquent youth, and community day programs to ensure that eligible students receive equitable educational services. These services may include access to instruction aligned to TEKS, transition supports, counseling, and coordination with partner agencies to support academic continuity. Nederland ISD coordinates with these facilities to support student enrollment, records transfer, and placement in appropriate instructional programs, ensuring continuity of services and equitable access to academic supports.

Descriptor 6: Services to Homeless Children and Youth

Nederland ISD ensures that homeless children and youth are identified, enrolled, and provided equitable access to academic and support services in coordination with the McKinney-Vento Homeless Assistance Act. The district maintains a homeless liaison who coordinates with campus staff to remove barriers to enrollment, attendance, and participation in school activities. Homeless students are automatically eligible for Title I, Part A services, regardless of school of attendance, and receive supplemental support such as school supplies, hygiene essentials, clothing items, and emergency needs assistance. For the 2025–2026 school year, the district has reserved \$1,700 in Title I, Part A funds to provide identified homeless students with school supplies; meals or groceries during extended breaks, including spring break; and essential winter items, such as blankets, to support student stability and well-being during school holidays.

The reserved Title I amount is determined annually based on a review of prior-year usage, current homeless student counts, and anticipated needs, including input from the district homeless liaison. These services supplement those provided under McKinney-Vento, which include enrollment support, transportation assistance when feasible, and referrals to community agencies for housing, health, clothing, food, and counseling supports. The district works with families to ensure timely access to available services, monitors student attendance and academic progress, and collaborates with community partners to remove barriers to educational success. Ongoing review of student needs and expenditures ensures that supports remain responsive, equitable, and sufficient to promote the enrollment, attendance, and academic success of students experiencing homelessness.

Descriptor 7: Parent and Family Engagement Strategy

Nederland ISD implements effective parent and family engagement in accordance with Section 1116 through strategies and expectations outlined in the district's written Parent and Family Engagement Policy, which is included in the LEA Plan. The policy is jointly developed with parents, reviewed annually, and distributed to all families. It describes how the district will build strong home-school partnerships through regular two-way communication, volunteer opportunities, parent meetings, family engagement activities, and participation on campus and district committees. The policy outlines strategies to build parent capacity; provide translation and interpretation to the extent practicable; coordinate family engagement efforts with other programs such as Title III, Head Start, and Pre-K; and annually evaluate involvement practices to identify barriers and improve engagement. School-Parent Compacts further outline shared responsibilities for supporting student learning. Through these activities, Nederland ISD ensures that parents are meaningful partners in supporting student academic success and school improvement.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Nederland ISD supports, coordinates, and integrates early childhood services with Title I, Part A by providing a high-quality Pre-K program aligned to state standards and designed to prepare students for success in kindergarten and beyond. The district works with families during enrollment to determine eligibility and coordinates with community agencies and early learning providers to ensure that families are aware of available services. Transition planning begins prior to kindergarten

entry and may include parent conferences, communication of program expectations, distribution of learning readiness materials, and opportunities for families to visit campuses and meet staff. Pre-K and kindergarten teachers communicate regularly to support instructional continuity and review developmental and academic data to ensure appropriate placement and support, including services such as Bilingual/ESL, Special Education, Dyslexia, Section 504, and MTSS interventions.

Campuses ensure that parents receive information on curriculum, daily schedules, and strategies for supporting learning at home. Instructional practices in early childhood programs emphasize language development, foundational literacy, mathematics readiness, and social-emotional skills to support a smooth transition into the elementary curriculum. When needed, the district coordinates with Head Start and local childcare providers to share records, assist with enrollment, and support school readiness. Through these coordinated efforts, Nederland ISD ensures that early learners enter school prepared and that students and families experience a purposeful, supportive transition into kindergarten programs.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

All campuses in Nederland ISD operate as Title I, Part A Schoolwide Programs; therefore, Targeted Assistance identification procedures under Section 1115 do not apply. If a campus were to operate a Targeted Assistance program in the future, eligible students would be identified using multiple objective academic criteria in consultation with teachers, school leaders, and families to ensure services are directed to those most in need.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Nederland ISD implements multiple strategies to support successful student transitions from middle school to high school and from high school to postsecondary education. The district collaborates with regional colleges, universities, workforce partners, and industry representatives to provide students with opportunities for early college credit, career pathway guidance, and postsecondary planning. High school students may participate in Dual Credit, Advanced Placement, CTE Programs of Study, industry-based certification opportunities, and career exploration activities coordinated with higher education institutions and local employers. Counselors provide academic advising to help students develop four-year graduation plans, select coherent course sequences, and understand postsecondary requirements. College- and career-readiness supports include college application assistance, financial aid information, college and military recruiter visits, and transition planning for students receiving Special Education, 504, or bilingual/ESL services. These coordinated efforts ensure students are prepared for postsecondary success and informed about future education and employment options.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Nederland ISD increases student access to postsecondary pathways by providing opportunities for dual and concurrent enrollment, advanced coursework, and career counseling aligned to students' interests and skills. Students may earn college credit through dual credit courses offered in partnership with local institutions of higher education, as well as through Advanced Placement courses. The district's Career and Technical Education (CTE) programs provide Programs of Study that offer industry-based certifications, work-based learning experiences, career exploration, and guidance aligned to regional labor market needs. Beginning in middle school, students receive advising and career interest inventories to help develop Personal Graduation Plans that reflect their goals. Counselors support students and families by providing information on course options, endorsement pathways, college and career readiness expectations, and financial aid. These strategies ensure all students have equitable access to high-quality learning experiences that prepare them for success in college, career, or military service.

Descriptor 11: Discipline Disproportionality

Nederland ISD supports efforts to reduce the overuse of discipline practices that remove students from the classroom by monitoring discipline data disaggregated by student subgroup, including race/ethnicity, disability status, English learner status, economic disadvantage, and other relevant indicators. Campuses review data regularly to identify disproportionality trends and ensure that disciplinary consequences are administered equitably. When campuses show higher-than-average removal rates, the district provides targeted support such as coaching, MTSS-aligned behavior intervention planning, consultation with Student Services, and increased professional development in behavior management, restorative practices, trauma-informed care, and culturally responsive discipline. The district emphasizes in-class, instructional responses rather than exclusionary measures whenever possible and provides supports through the RTI/MTSS process to address underlying behavioral, academic, or social-emotional needs.

School administrators review and implement local discipline procedures consistent with Board Policy FN (Student Rights and Responsibilities), FO (Student Discipline), and FOF (Discipline of Students with Disabilities), which emphasize fairness, due process, and limitations on exclusionary discipline. The district also promotes the use of positive prevention-oriented practices and strives to ensure that interventions are matched to student needs before removal from instruction is considered. Student Services, campus teams, and families collaborate to support reintegration following disciplinary events and monitor progress to prevent repeated removals. These efforts help ensure students remain engaged in learning, reduce the likelihood of disproportionate discipline outcomes, and promote safe and supportive schools.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Nederland ISD supports coordinated instructional strategies that integrate academic content with Career and Technical Education (CTE) programs to strengthen college- and career-readiness and promote skills aligned to in-demand occupations in Texas. CTE Programs of Study are vertically aligned to core academic standards and incorporate real-world application of knowledge and skills through project-based learning, industry-based certification opportunities, and hands-on learning experiences. Students receive career exploration beginning in middle school and complete Personalized Graduation Plans that align endorsements, coursework, and CTE pathways to their interests and postsecondary goals. Counselors and CTE staff collaborate to ensure students are scheduled into coherent sequences that include dual credit, advanced coursework, or work-based learning when appropriate. Partnerships with local employers, workforce organizations, and higher education institutions expand access to experiences such as guest speakers, job-shadowing, internships, and industry skill demonstrations. These coordinated systems ensure students acquire the academic and technical skills needed to transition successfully to college, career, or military service and to meet workforce needs in high-demand fields.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Nederland ISD provides students with work-based learning opportunities that allow in-depth interaction with industry professionals and support college- and career-readiness. Through Career and Technical Education (CTE) Programs of Study, students may participate in job-shadowing, mentorships, guest-speaker events, workplace tours, and hands-on experiences aligned to regional workforce needs. When appropriate, students may earn academic credit and industry-based certifications through advanced CTE coursework, practicums, and cooperative learning experiences. Counselors and CTE staff collaborate with local businesses, community partners, and higher education institutions to expand access to workplace learning and ensure activities align with students' interests and postsecondary plans. These partnerships help students develop technical,

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

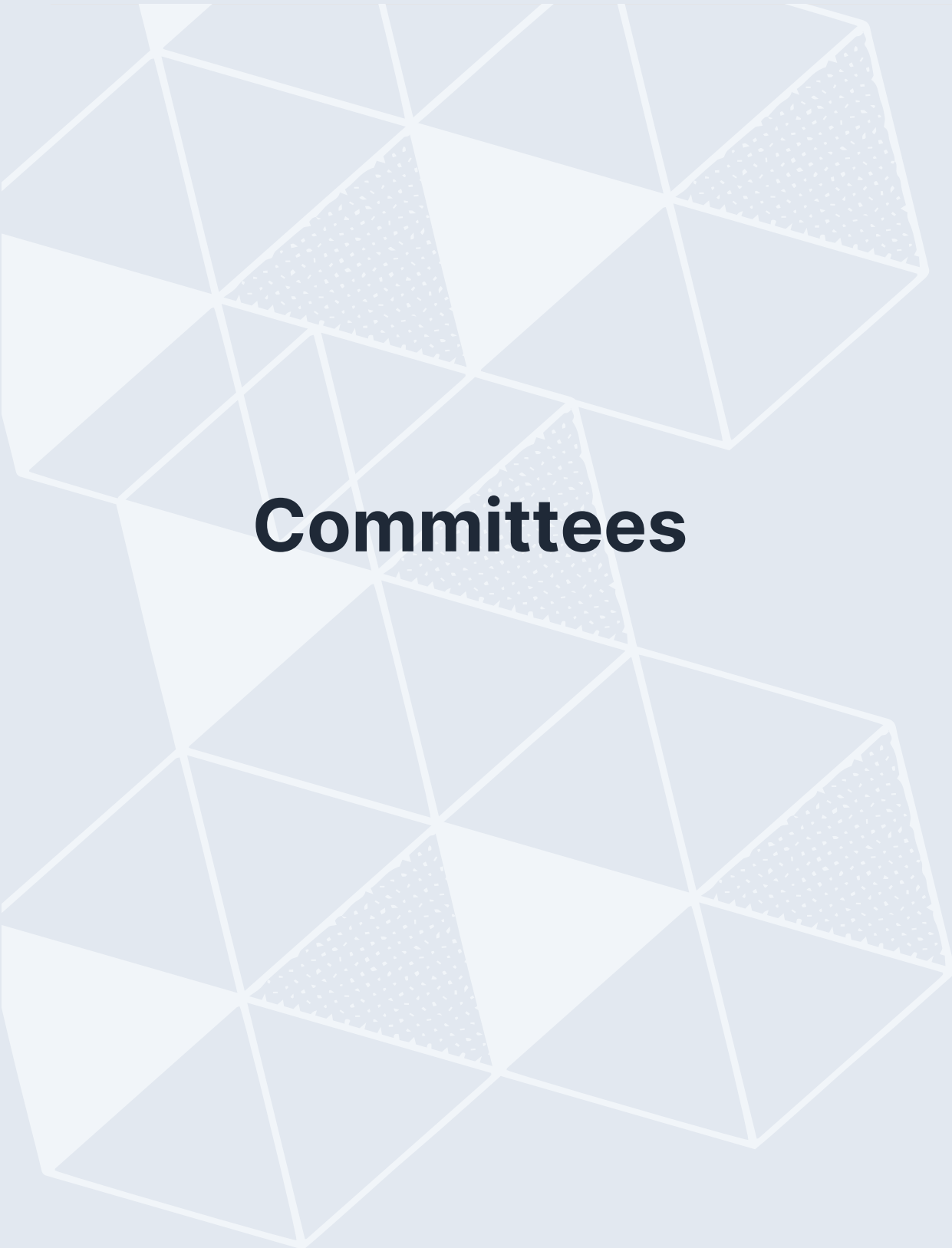
Nederland ISD assists campuses in identifying and serving gifted and talented (GT) students by implementing a comprehensive screening and identification process that uses multiple criteria, including quantitative and qualitative measures. Campuses receive support from district staff to ensure equitable access to GT referral, assessment, and services across student groups. Identified GT students are served through appropriately differentiated instruction, enrichment experiences, and advanced coursework opportunities aligned to their academic strengths. Teachers delivering GT services receive professional development in differentiation, critical thinking, and enrichment strategies to provide rigorous instruction. Student progress is monitored regularly to ensure services continue to meet individual needs, and parents are engaged in the referral and placement process. These supports help ensure that GT students are challenged academically and provided opportunities to extend their learning.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Nederland ISD assists campuses in developing effective school library programs by ensuring access to certified library staff, current print and digital resources, and instructional technology that supports literacy and research skills. Libraries provide students opportunities to build digital literacy through the use of online databases, instructional software, and curated electronic resources that support TEKS-aligned classroom learning. Campus librarians collaborate with teachers to integrate research, inquiry, and media literacy skills into instruction and to reinforce reading comprehension and critical-thinking skills. Ongoing updates to library collections ensure materials reflect student interests, support diverse learners, and promote academic achievement. Library staff receive professional development in digital tools, information literacy, and technology integration to help guide student learning. Through these efforts, school library programs support students in becoming effective users of information, enhance digital readiness, and contribute to improved academic outcomes.

Title I Personnel

Name	Position	Program	FTE
Cara Hamilton	Librarian	Schoolwide Program- Langham Elementary	
Jennifer Vickers	4th Grade Teacher	Schoolwide Program- Hillcrest Elementary	
Lucy Hernandez	3rd Grade Teacher	Schoolwide Program- Hillcrest Elementary	
Rebecca Grogan	Librarian	Schoolwide Program- Highland Park Ele	1
Rebecca McMains	AVID Teacher	Schoolwide Program- Central MS	0.2
Rikki Bodin	1st Grade Teacher	Schoolwide Program- Hillcrest Elementary	
Terri Romero	Librarian	Schoolwide Program- Central MS	1
Tiffany Caywood	Librarian	Schoolwide Program- Hillcrest Elementary	



Committees

Committees

District Education Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 6, 2025 @ 4:00 PM	Admin	doc05295920251107082005.pdf	--

Members

First Name	Last Name	Position	Committee Role
Mike	Tarver	Assistant Principal	Administrator
Tiffany	Weir	Teacher	Classroom Teacher
Maria	Carrillo Cabrera	Teacher	Classroom Teacher
Jenny	Brown	Teacher	Classroom Teacher
Tina	Oliver	Principal	Administrator
Leslie	Broussard	Teacher	Classroom Teacher
Kayla	Dombrosky	Teacher	Classroom Teacher
Haley	Pulliam	Teacher	Classroom Teacher
Geri	Hotchkiss	Assistant Principal	Non Classroom Professional
Charlotte	Junot	Principal	Administrator
Allisen	Britten	Teacher	Classroom Teacher
Amanda	Yarbrough	Director	Parent
Steven	Nelson	Teacher	Classroom Teacher
Levi	Morris	Teacher	Classroom Teacher
Kevin	Hussey	DPS	Parent
Jimmy	Harrison	Agent	Business Representative
Jessica	Pitts	Credit Union	Business Representative
Holly	Dainwood	Assistant Principal	Non-classroom Professional
Diana	LaBorde	Chamber President	Business Representative
Dr. Darrell	Evans	Curriculum Coordinator	District-level Professional

Chase	Romero	Nederland PD	Community Representative
Martha	Frusha	Teacher	Classroom Teacher
Dr. Kevin	Morrison	Principal	Administrator
Kerri	Hays	Counselor	Non-classroom Professional
Kasey	Sclerandi	Teacher	Classroom Teacher
Jordan	McFarland	Teacher	Classroom Teacher
Jessica	Lemoine	Teacher	Classroom Teacher
Jenny	Brown	Teacher	Classroom Teacher
Scott	Clemmons	Alternative Education Director	Administrator
Christy	Byerly	Teacher	Classroom Teacher
Dr. Stuart	Kieschnick	Superintendent	Administrator
Dr. Steven	Beagle	Assistant Superintendent	Administrator



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 Signature of Assurance



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Superintendent	7/17/2023	Heather Stephenson	11/11/2025
Child Abuse and Neglect	District Personel	2/27/2025	Heather Stephenson	11/11/2025
Coordinated Health Program	Assistant Superintendent of Curriculum and Instruction	5/22/2017	Heather Stephenson	11/11/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/25/2019	Heather Stephenson	11/11/2025
Disciplinary Alternative Education Program (DAEP)	Superintendent	11/6/2023	Heather Stephenson	11/11/2025
Dropout Prevention	Assistant Superintendent of Curriculum and Instruction	8/13/2025	Heather Stephenson	11/11/2025
Dyslexia Treatment Program	Dyslexia Specialist	9/2/2025	Heather Stephenson	11/6/2025
Title I, Part C Migrant	Brenda Thompson, Region 5 Migrant Coordinator	9/5/2025	Heather Stephenson	11/6/2025
Pregnancy Related Services	Director of Student Services	7/15/2024	Heather Stephenson	11/11/2025
Post-Secondary Preparedness	Assistant Superintendent of Curriculum and Instruction	8/13/2025	Heather Stephenson	11/11/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Resources and Operations	11/18/2024	Heather Stephenson	11/11/2025
Student Welfare: Crisis Intervention Programs and Training	Superintendent	12/18/2023	Heather Stephenson	11/11/2025
Student Welfare: Discipline/Conflict/ Violence Management	Superintendent	1/16/2023	Heather Stephenson	11/11/2025
Texas Behavior Support Initiative (TBSI)	Director of Student Services	8/13/2025	Heather Stephenson	11/11/2025
Technology Integration	Director of Technology	8/13/2025	Heather Stephenson	11/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Assistant Superintendent of Human Resources and Operations	12/1/2022	Heather Stephenson	11/7/2025



Addendums

2024-2025 NISD School Calendar

AUGUST 2024							GRADING PERIODS				JANUARY 2025						
S	M	T	W	T	F	S			S	M	T	W	T	F	S		
				1	2	3	1st Marking Period	4th Marking Period	5	6	7	8	9	10	11		
4	5	6	7	8	9	10	August 15, 2024	January 8, 2025	12	13	14	15	16	17	18		
11	12	13	14	15	16	17	September 20, 2024	February 21, 2025	19	20	21	22	23	24	25		
18	19	20	21	22	23	24	26	30	26	27	28	29	30	31			
25	26	27	28	29	30	31	2nd Marking Period	5th Marking Period									
							September 23, 2024	February 24, 2025									
							November 1, 2024	April 11, 2025									
							29	29									
SEPTEMBER 2024							3rd Marking Period	6th Marking Period	FEBRUARY 2025								
S	M	T	W	T	F	S			S	M	T	W	T	F	S		
1	2	3	4	5	6	7	November 4, 2024	April 14, 2025	2	3	4	5	6	7	8		
8	9	10	11	12	13	14	December 20, 2024	May 20, 2025	9	10	11	12	13	14	15		
15	16	17	18	19	20	21	29	26	16	17	18	19	20	21	22		
22	23	24	25	26	27	28			23	24	25	26	27	28			
29	30																
OCTOBER 2024							GRADUATION DATE		MARCH 2025								
S	M	T	W	T	F	S	May 20, 2025		S	M	T	W	T	F	S		
		1	2	3	4	5									1		
6	7	8	9	10	11	12			2	3	4	5	6	7	8		
13	14	15	16	17	18	19			9	10	11	12	13	14	15		
20	21	22	23	24	25	26			16	17	18	19	20	21	22		
27	28	29	30	31					23	24	25	26	27	28	29		
									30	31							
NOVEMBER 2024							SCHOOL HOURS		APRIL 2025								
S	M	T	W	T	F	S	Elementary School		S	M	T	W	T	F	S		
					1	2	7:45 am - 3:08 pm				1	2	3	4	5		
3	4	5	6	7	8	9	Tardy Bell Rings at 7:50 am		6	7	8	9	10	11	12		
10	11	12	13	14	15	16			13	14	15	16	17	18	19		
17	18	19	20	21	22	23			20	21	22	23	24	25	26		
24	25	26	27	28	29	30			27	28	29	30					
DECEMBER 2024							Middle Schools		MAY 2025								
S	M	T	W	T	F	S	7:55 am - 3:40 pm		S	M	T	W	T	F	S		
1	2	3	4	5	6	7	Tardy Bell Rings at 8:00 am		4	5	6	7	8	9	10		
8	9	10	11	12	13	14			11	12	13	14	15	16	17		
15	16	17	18	19	20	21			18	19	20	21	22	23	24		
22	23	24	25	26	27	28			25	26	27	28	29	30	31		
29	30	31															
REPORT CARDS							High School		JUNE 2025								
Marking Period		Delivery Date					8:05 am - 3:30 pm		S	M	T	W	T	F	S		
1		September 27, 2024					Tardy Bell Rings at 8:15 am		1	2	3	4	5	6	7		
2		November 8, 2024							8	9	10	11	12	13	14		
3		January 10, 2025							15	16	17	18	19	20	21		
4		February 28, 2025							22	23	24	25	26	27	28		
5		April 21, 2025							29	30							
Final-Elementary		May 20, 2025															
Final-Secondary		June 6, 2025															

Staff Development

Teacher Preparation

Holiday/Student Holiday

Grading Period

Early Dismissal

Elementary Parent Conferences
1:30 pm

STAAR

	Staff Development
	Teacher Preparation
	Holiday/Student Holiday
	Grading Period
	Early Dismissal
	Elementary Parent Conferences 1:30 pm
	STAAR

AGOSTO 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PERIODOS DE CALIFICACIONES

1er período de calificación	4to período de calificaciones
15 de agosto de 2024	8 de enero de 2025
20 de septiembre de 2024	21 de febrero de 2025
26	30
2do período de calificación	5to período de calificaciones
23 de septiembre de 2024	24 de febrero de 2025
1 de noviembre de	11 de abril de 2025
29	30

ENERO 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTIEMBRE 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3er período de calificación S	Sexto período de calificaciones
4 de noviembre de 2024	14 de abril de 2025
20 de diciembre de 2024	29 de mayo de 2025
29	32

FEBRERO 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

OCTUBRE 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FECHA DE GRADUACIÓN

20 de mayo de 2025

HORAS DE ESCUELA

Escuela primaria

7:45 am - 3:08 pm

Suena eltimbre tarde a las 7:50 am

Escuelas intermedias

7:55 am - 3:40 pm

Suena el timbre tarde a las 8:00 am

Escuela secundaria

8:05 am - 3:30 pm

Suena eltimbre tarde a las 8:15 am

MARZO 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVIEMBRE 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

ABRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DICIEMBRE 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

	Personal de desarrollo
	Preparación del maestro
	Vacaciones/Vacaciones para estudiantes
	Período de calificaciones
	Salida temprana
	Conferencias de padres de primaria 1:30 pm
	STAAR

MAYO 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

LAS BOLETAS DE CALIFICACIONES	
Período de calificaciones	Fecha de entrega
1	27 de septiembre de 2024
2	8 de noviembre de 2024
3	10 de enero de 2025
4	28 de febrero de 2025
5	21 de abril de 2025
Final-primaria	20 de mayo de 2025
Final-Secundaria	6 de junio de 2025

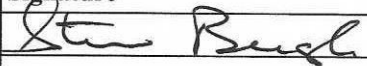
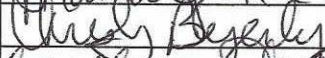
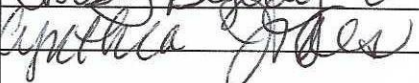
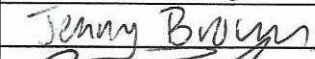
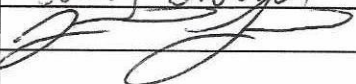
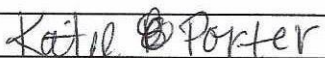
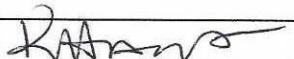
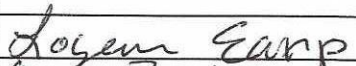
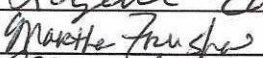
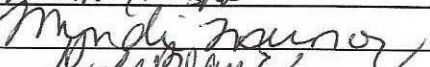
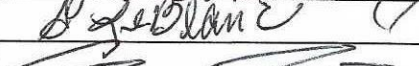
JUNIO 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

District Education Improvement Committee

Meeting Date: November 9, 2023

4:30 P.M.

NISD Board Room

Committee Role	Name	Position	Signature
Administrator	Dr. Steven Beagle	Assistant Superintendent	
Administrator	Dr. Stuart Kieschnick	Superintendent	
Classroom Teacher	Brandy Roccaforte	Teacher	
Classroom Teacher	Christy Byerly	Teacher	
Classroom Teacher	Cynthia Jones	Teacher	
Administrator	Jared Walker	Alternative Education Director	
Classroom Teacher	Jenny Brown	Teacher	
Classroom Teacher	Jessica Lemoine	Teacher	
Classroom Teacher	Jordan McFarland	Teacher	
Classroom Teacher	Kasey Sclerandi	Teacher	
Classroom Teacher	Katie Porter	Teacher	
Classroom Teacher	Keeli Galvan	Teacher	
Non-classroom Professional	Kerri Hays	Counselor	
Administrator	Dr. Kevin Morrison	Principal	
Classroom Teacher	Logan Earp	Teacher	
Classroom Teacher	Martha Frusha	Teacher	
Classroom Teacher	Myndi Munoz	Teacher	
Classroom Teacher	Sam LeBlanc	Teacher	
Community Representative	Chase Romero	Nederland PD	
Non-classroom Professional	Connie Grogan	Librarian	
District-level Professional	Darrell Evans	Curriculum Coordinator	
Business Representative	Diana LaBorde	Chamber President	

Committee Role	Name	Position	Signature
Non-classroom Professional	Holly Dainwood	Assistant Principal	Holly Dainwood
Business Representative	Jessica Pitts	Credit Union	Jessica Pitts
Business Representative	Jimmy Harrison	Agent	Jimmy Harrison
Parent	Kevin Hussey	DPS	Kevin Hussey
Non-classroom Professional	Lainey Hanna	Assistant Principal	Lainey Hanna
Classroom Teacher	Levi Morris	Teacher	Levi Morris
Non-classroom Professional	Ronda Devenzio	Counselor	Ronda Devenzio
Classroom Teacher	Steven Nelson	Teacher	Steven Nelson
Parent	Amanda Yarbrough	Director	Amanda Yarbrough
Classroom Teacher	Ashley Whitehead	Teacher	Ashley Whitehead

Traci Bieber
 Stephanie Sandweel
 Julie C. Davis
 Mandy Clayton
 Tina Oliver

Traci Bieber
 Stephanie Sandweel
 Julie C. Davis
 Mandy Clayton
 Tina Oliver

2024-2025 Identification and Recruitment (ID&R) Plan Region 5 Migrant Education Program & SSA Member Districts

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters</u> <u>Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers</u> COEs for the new school year cannot be completed until training has occurred or as determined by the Texas Education Agency (TEA).	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	★ Currently available ID&R Online Course ★ TX-NGS as determined by TEA.
B. <u>Other- Attend follow-up trainings for ID&R, TX-NGS and MSIX</u> Follow-up training and technical assistance will be provided by the ESC for ID&R, TX-NGS and MSIX. Provide ongoing professional development to keep staff updated on best practices and regulatory changes.	Staff: All recruiters and Designated SEA Reviewers for the MEP.	★ As requested by LEA & required by TEA; ★ As offered by the ESC (targeted training opportunities).
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff to review and update plans as needed.</u> Meet with MEP staff to brainstorm and plan recruitment strategies to include in ID&R Plan. Review current logs to determine high mobility patterns and trends and plan accordingly. ★ Best Practice: Keep documentation of the planning session for future reference/planning.	Staff: All recruiters and Designated SEA Reviewers for the MEP	★ By August 29 (Or as instructed by TEA).
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff. Keep forms, logs, etc. digitally and readily available for review and validation.	Staff: MEP administrators, Recruiters/Reviewers for the MEP	★ By August 29
C. <u>Make recruiter assignments.</u> Assign recruitment areas, ensuring year-round, ongoing recruitment. Focus areas include school/campus, local community, growers/ranchers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families. ★ Best Practice: Identify recruitment areas and prioritize timeline to ensure recruitment is occurring during peak times.	Staff: All recruiters/Reviewers for the MEP	★ By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using: - door-to- door recruitment efforts; - community recruitment / community events; - following up on family surveys provided during registration; - target both enrollees and non-enrollees (ages 0-21). (Complete COEs as needed) Currently Eligible Migratory Children: - Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. (Complete new COEs as needed) Note: Share copies of COEs with appropriate entities as listed on COE. Media Campaigns: Use local radio, newspapers, and social media platforms to raise awareness about migrant education programs. ★ Best Practice: Keep digital logs of recruitment efforts ensuring logs contain notes regarding the locations visited. Migrant Program staff can then create a Google Map to track recruitment which will contain information regarding visits, contact information and result of last visit.	Staff: MEP recruiters	★ Currently eligible children; By August 29 with continued recruitment efforts throughout the year. ** ★ Potentially eligible children - Make initial outreach efforts by September 30. **
E. <u>Complete COE/ECOE.</u> Recruiter completes ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Recruiter will enter and submit ECOE and ECOE SDF on TX-NGS for Designated SEA Reviewer to review and approve. ★ Best Practice: Recruiters and Reviewers should keep a log of ECOEs entered and approved. This information should be kept current and readily available for auditing purposes.	Staff: MEP recruiters	★ Within 5 working days of parent signature
F. <u>Review of ECOEs.</u> Designated SEA Reviewer reviews ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Return ECOE and ECOE Supplemental Documentation Form to recruiter if additional information is needed. After reviewing for accuracy, the reviewer will approve ECOE on TX-NGS and submit.	Staff: Designated SEA Reviewers TX-NGS staff	★ Within 7 working days of parent signature.

★ Best Practice: SEA Reviewers are certifying that all of the information on the ECOE is correct and that all required and procedural comments have been made. SEA Reviewers should keep a log of incoming ECOE/ECOE SDF submitted.		
G. Conduct Residency Verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period. - For existing COEs with Section H completed: TX-NGS Data Specialists should record residency verification date and method used on TX-NGS. - For new COEs completed during the current reporting period: TX-NGS Data Specialists should record the signature date on Section F of the COE in the residency verification date field on TX-NGS. - For Two-Year-Olds turning Three: The TX-NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year-olds turning three during the current reporting period, the recruiters must verify residency. Note: For all non-enrollees, a new history line must be entered for each reporting period (September 1– August 31), along with a residency verification date for federal reporting purposes. (pg. 22 of TX-NGS Manual) TX-NGS Recommended Reports Campus COE Family Currently Enrolled Student List District Enrollment Comments Grade/Age Distribution Summary Unique Student Count	Staff: MEP Recruiters	★ Between Sept. 1 and Nov. 1; ★ For 2 yrs. old turning 3 – on or after 3rd birthday.
**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity.		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make Contact with Potential Growers/Ranchers/Employers Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons. - Send Grower/Employer Survey (sample found on page 211, section 5.43, of the ID&R Manual). - Call and request permission to visit the employers regarding the program; - Conduct on-site visits. Bring program information, sample items for migratory families, etc. - Document all ID&R visits with growers/ranchers/employers. - Work with local agricultural and fishing businesses to identify families who might qualify for services.	Staff: All recruiters and Designated SEA Reviewers for the MEP	★ Contact all growers within the district boundaries by November 1. **
B. Develop Calendar and Maps Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside. Recruitment logs (digital entries) can be used to create spreadsheets to populate a google map.	Staff: MEP administrators and recruiters	★ By December 1 and update on ongoing basis throughout the year
C. Other: Utilize New Resources Available for MEP Staff Utilize the IDRC Consortium Agriculture & Resource Portal including H2A worker data, crop data, registered labor housing, etc.	Staff: MEP administrators And recruiters	★ Update on ongoing basis throughout the year
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migratory families. Collaborate with Agencies Serving Migratory Families - Engage with Local and Regional Organizations: Build connections with organizations that offer services to migratory workers and their families by: - Meeting with their staff to discuss partnership opportunities. - Participating in community events such as health fairs, farmers' markets, and cultural festivals to connect directly with migrant families. - Community Involvement: Develop partnerships with community organizations, local businesses, and religious institutions that interact with migrant populations. - Information Sharing: Distribute information to the entities listed on the back of the Certificate of Eligibility (COE) to ensure comprehensive outreach.	Staff: MEP administrators and recruiters	★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration and sharing of program information with other educational programs that provide services to all students. - Title I, Part A - Title III, Part A - McKinney-Vento Homeless Program - Special Education Services, etc.	Staff: MEP administrators And program specialists	★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP Administrators and recruiters.	★ By August 29

• LEAs and ESCs should maintain an updated Migrant Education Program Procedure Manual. This manual should be accessible to all MEP Staff. • Utilize the ID&R Manual for information regarding compliance and program requirements. • Utilize the ESSA Consolidated Grant Program Requirements to ensure quality control procedures are in line with program requirements. ★ Best Practice: Documentation should be kept when conducting quality control. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.		★ Update on an on-going basis
B. Eligibility Review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. ★ Best Practice: Documentation is kept at the ESC for any COEs submitted and approved or declined. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.	Staff: MEP administrator	★ Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year. Note: The ESC will offer target training opportunities for MEP staff.	Staff: All MEP staff	★ As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE #4) and retain records for seven (7) years from the date eligibility ends. (Eligibility: 3-year retention / 7 years after end of eligibility for 10 years total) ★ Best Practice: Documentation should be shredded when no longer required.	Staff: All MEP staff	★ Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. • Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA. The ESC will contact LEA with instructions if selected for validation.	Staff: ESC, MEP staff	★ January – June
VI. EVALUATION		
A. Evaluate ID&R efforts for subsequent planning. • Gather input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plans for continuous improvement. • Analyze data from stakeholder input, parent surveys and feedback, community partner surveys, student feedback, Recruiter feedback, recruiter logs, Recruitment Mapping, etc. • Incorporate identified priority items in ID&R plans for continuous improvement. ★ Best Practice: LEAs should maintain documentation locally when evaluating ID&R efforts. Documentation should be kept showing school and community recruitment on a year-round basis.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	★ Quarterly; ★ Final review by June 30th.
**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity.		



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the *TMEP Portal*.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
05	123905		Brenda Thompson, Region 5 Program Specialist
District Name:		School Year	Date:
Nederland ISD		2024-2025	8/07/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

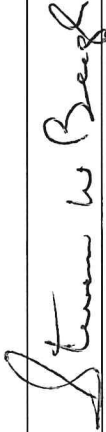
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority for Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
LEA Staff Signature		ESC Reviewer Signature 
Date	9/12/24	Date Review Complete 9/11/24

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
05	123905	Nederland ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success. [§1304.20 U.S.C. 6394(d)] .	To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Monthly , run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	-ESC NGS Specialist -Quality Control: ESC Program Specialist	-NGS PFS Report -NGS PFS Tracking Report
Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2024	ESC MEP Staff	-NGS Priority for Service Report -ESC PFS Contact Log - Individual PFS Progress Review -Coordination of Services Log
Additional Activities			
Regular Monitoring: Each month, staff will review PFS (Priority for Service) reports and monthly progress forms for PFS students (as received). MEP (Migrant Education Program) staff, including program specialists, MEP recruiters, and LEA representatives (if applicable), will assess any areas requiring attention. Communication with Stakeholders: MEP staff will communicate with the LEA and migratory students to discuss progress and address any additional needs identified for PFS students. Documentation for Audits: MEP staff will keep detailed records of all coordination efforts with the LEA and migratory students to ensure thorough documentation for auditing purposes.		Monthly	-ESC MEP Staff -LEA Staff
			-NGS Priority for Service Report -ESC PFS Contact Log - Individual PFS Progress Review -Coordination of Services Log

• Data-Driven Insights: Use student data to identify trends and specific areas where students excel or struggle.		
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Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
During the academic calendar , the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-LEA Correspondence -Email PFS Criteria Document -NGS PFS Report
During the academic calendar , the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
During the academic calendar , the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
• Additionally, during the academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents: - One-on-One Meetings: Schedule regular meetings with PFS students and their families to discuss progress and address any challenges or concerns. - At 1 of 3 Regional PAC Meetings; - Upon parent or student request; - PFS Criteria will be available on the ESC Migrant Web page and parents notified of link to site throughout the academic year.	Year-Round	ESC MEP Staff	- Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet a. MEP Home Visit b. Fall Regional PAC Meeting (Virtual or Face-to-Face) c. Virtual or face-to-face d. Region 5 MEP webpage

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
Identified OSY (Out of School Youth) will receive priority access to services, social workers and community social services/agencies as needed to ensure identified needs are met. OSY: Needs Assessment and Individualized Plans - Conduct Assessments: Assess the educational and vocational needs of OSY to identify barriers and opportunities for engagement. - Create Individualized Plans: Develop personalized learning and development plans based on the assessments, focusing on each youth's goals and interests. Flexible Educational Opportunities - Alternative Education Programs: Offer flexible education options such as evening classes, weekend workshops, or online learning to accommodate OSY schedules. - GED and High School Equivalency: Provide access to GED preparation programs or high school equivalency courses to help OSY complete their education. All PFS: - Joint Action Plans: Collaborate with educators to create individualized action plans for PFS students, focusing on their unique needs and goals. Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services and mental health services offered and/or accepted by the student and family.	Year-Round	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review -Coordination of Services Log -Home Visit OSY Form

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.		
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.		
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)			

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)			
5. Dropout Prevention	TEC 11.252			
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.		
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)			
8. Pregnancy Related Services District-wide procedures for campuses, as applicable				
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:	TEC 11.252(4) TEC 11.252(3)(G)			

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ 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				
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 • Attracting and retaining certified, highly effective teachers	ESSA			
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.		

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
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: - Early mental health intervention - Mental health promotion and positive youth development - Substance abuse prevention - Substance abuse intervention - 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.		
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) - Methods for addressing - Suicide prevention including parent/guardian notification procedure - Conflict resolution programs - Violence prevention and intervention programs - Unwanted physical or verbal aggression - Sexual harassment - Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Board Policies: FFB, FOC, FOCA, DMA and FFE		
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Board Policy DMA(Legal)		

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education				
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001			