

Nederland Independent School District



Nederland High School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

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	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	16
Priority Problem Statements	18
Data Documentation for CNA	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Student Groups	22
Student Data: Behavior and Other Indicators	22
Employee Data	22
Parent/Community Data	22
Support Systems and Other Data	23
Goals	24
Goal 1 : Nederland High School will seek continuous student performance improvement ...	25
Goal 2 : Nederland High School will recruit and retain dedicated, quality personnel and pr...	37
Goal Tables	46
RDA Strategies	47
Committees	48
Campus Performance Objectives Council	49
Meeting Logs	49
Members	49
Policies, Procedures, and Requirements	50



Comprehensive Needs Assessment

Demographics

Summary

Nederland High School serves the City of Nederland, Texas and adjacent Jefferson County students and families within the boundaries of the Nederland Independent School District. The school, which is the only high school in the district founded in 1920, services approximately 1,500 students in grades 9-12. The school follows the policies and regulations as established by the Nederland ISD school board and the Texas Education Agency (TEA), as well as all federal guidelines. The school is classified as 5A according to the Texas University Interscholastic League (UIL).

Students

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

	District Demographics 2024 PEIMS Reporting											
	AA	His	White	Am. Indian	Asian	Two or More	Sped	504*	Eco Dis*	EB	GT	At Risk
High School	9.7%	29.2%	51.7%	0.5%	6.9%	2.0%	11.9%	14.2%	45.2%	10.9%	5.7%	31.4%

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

State Assessments were given in the Spring of 2024, and the campus received an overall rating of a B. (This information will be updated once the 2025 Accountability Rating is published.) The annual dropout rate for students in grades 9-12 is 0.7% (based on the 2022-23 graduating class). 71.6% of the district's graduating seniors (class of 2023) took the SAT or ACT college entrance exams with scores well above the state and national averages.

Staff

Nederland High School teacher experience compared to the state:

	Number of Teachers	NHS	State
Beginning Teachers	6	5.4%	8.7%
1-5 Years Experience	18.6	16.7%	27.4%
6-10 Years Experience	24.9	22.3%	20.2%
11-20 Years Experience	31.4	29.1%	27.1%
Over 20 Years Experience	30.9	27.7%	16.7%

According to the 2023-2024 TAPR, NHS employs 112 full time teachers with 72.3% of the teachers holding a bachelor's degree, 23.2% holding a master's degree and 1.8% holding a doctorate degree. The average years of experience for teachers is 14.4 years. The student to teacher ratio is 13.3 which allows for greater opportunities for students to access more individualized assistance.

Parents/Guardians/Community

The community served by the school includes families from every economic and educational level. Our parents work in professions which include: service-based industries, industrial/oil based refineries, medical fields, small business owners, education and law enforcement.

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

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

Strengths

Nederland High School is comprised of a diverse student population.

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

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

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

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/or in Special Education to the students who "Approach" Grade Level on STAAR/EOC assessments.	We need to continue to develop a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

★ = Priority

Student Learning

Summary

Nederland High School received a B rating in the Spring of 2024 with an overall scaled score of an 82. We earned a 78 in Student Achievement, a 79 in School Progress and an 89 in Closing the Gaps. (This information will be updated when the 2025 Accountability Report is published.)

STAAR Performance 2023-2024:

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	83%	85%	68%	85%	86%	90%	97%	*	95%	55%	80%	87%	79%	80%	80%
	2023	76%	85%	86%	82%	83%	87%	75%	95%	-	84%	53%	100%	88%	80%	82%	72%
At Meets Grade Level or Above	2024	48%	58%	61%	36%	55%	65%	60%	84%	*	79%	26%	40%	65%	49%	52%	40%
	2023	49%	60%	64%	55%	59%	68%	63%	79%	-	68%	28%	79%	67%	54%	57%	37%
At Masters Grade Level	2024	20%	25%	22%	6%	15%	27%	50%	42%	*	13%	7%	14%	25%	15%	15%	9%
	2023	20%	26%	22%	16%	19%	23%	38%	42%	-	26%	7%	16%	24%	17%	17%	8%

Student Progress 2023-2024:

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2024	64%	62%	62%	44%	62%	63%	*	78%	*	50%	45%	62%	63%	59%	56%	58%
	2023	57%	53%	53%	47%	51%	56%	-	62%	-	8%	39%	*	54%	51%	51%	47%
End of Course English II	2024	69%	67%	67%	50%	67%	67%	-	82%	-	90%	51%	*	69%	57%	64%	62%
	2023	74%	78%	78%	78%	76%	79%	100%	69%	-	*	59%	*	78%	77%	77%	63%
End of Course Algebra I	2024	72%	71%	66%	57%	65%	67%	*	72%	*	67%	50%	68%	66%	65%	59%	67%
	2023	76%	75%	73%	78%	70%	72%	-	79%	-	100%	83%	*	73%	72%	73%	81%
All Grades Both Subjects	2024	64%	68%	65%	50%	65%	65%	*	78%	*	66%	49%	67%	66%	60%	60%	62%
	2023	64%	67%	67%	67%	65%	68%	100%	69%	-	63%	57%	50%	68%	65%	65%	63%
All Grades ELA/Reading	2024	67%	71%	64%	48%	65%	65%	*	80%	*	65%	49%	67%	66%	58%	61%	60%
	2023	63%	66%	65%	63%	63%	67%	100%	65%	-	45%	50%	42%	66%	62%	62%	53%
All Grades Mathematics	2024	60%	64%	66%	57%	65%	67%	*	72%	*	67%	50%	68%	66%	65%	59%	67%
	2023	66%	67%	73%	78%	70%	72%	-	79%	-	100%	83%	*	73%	72%	73%	81%

Closing the Gaps: Domain III (Federal Accountability):

* This section will be updated when the Closing the Gaps report is released by TEA.

Graduation Rate:

6-Year Extended Longitudinal Rate (Gr 9-12)

Year	Campus	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed.	Econ. Disadv.	EB/EL
2023	95	90.9	92.9	96.6	*	100	*	88.2	92.1	91.3
2022	95	94.1	94.5	94.3	*	100	100	85.3	92.3	100

2021	96.1	95.7	95.7	96.2	*	100	83.3	94.1	93	100
2020	96.7	100	98.6	96.2	100	100	100	93.6	95.9	100
2019	97.5	96.3	98.6	98.5	*	100	75	97.5	96	100
2018	93.7	100	93.2	92.3	*	100	*	89.2	92.7	83.3

- AVERAGE SAT SCORE 2024: 1023
- ADVANCED DUAL-CREDIT COURSE COMPLETION 2024: 36.1%
- ADVANCED DUAL-CREDIT COURSE COMPLETION 2023: 29.5%
- ADVANCED DUAL-CREDIT COURSE COMPLETION 2022: 32.0%

Strengths

When STAAR/EOC data is reviewed, NHS students outperformed the state in each content area tested. Additionally, our students scored higher than the state on the SAT as well.

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

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

According to the 2023-24 TAPR, the average years of experience of Nederland High School teachers is 14.4 years compared to 11.1 years across the State. The average experience with the District is 9.2 years compared to 6.9 years across the State. Additionally, 23.2% of our staff holds a Master's degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain highly quality staff. The support program for new teachers is evaluated and updated annually to provide better support throughout the year. Staff members are provided opportunities to attend professional learning for their individual growth, district initiatives, and other areas as needed. Administrators are supported through a variety of learning opportunities and professional organizations.

In the area of Curriculum and Instruction, Nederland Independent School District uses the Texas Curriculum Management Cooperative (TEKS Resources System) as the basis for curriculum and instruction. The TRS provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFDs) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD), which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information for a particular concept. Another key feature of the TRS is the outlining of where students routinely have misconceptions of the content, thus allowing teachers to target those areas when developing their lessons.

Areas of need include the following:

Curriculum and Instruction:

Interventions for Learning Loss

- HB 1416 provides the structure for accelerated instruction for students who were not successful on the 2024 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
- Address concerns identified in the Special Education, Advanced Placement classes, Bilingual/ESL, 504 and dyslexia program evaluations
- Implement SLO/TTESS/TPESS
- Increase and refine staff development regarding the writing process, including revising and

- editing
- Increase and refine staff development regarding reading
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year
- Embed rigor, relevance, and engagement in all staff development, coaching, and planning sessions across all content areas
- Create a systemic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes
- Provide students access to a diversity of academic programs and integrate technology
- Continue the implementation of Project Based Learning (PBL) to provide students opportunities to develop 21st Century skills
- Provide coaching support to teachers

Career and Technical Education (CTE):

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

ESL:

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

Special Education:

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

Technology Integration:

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

information-driven global society. Inherent to this system is a competent, well-trained staff with access to appropriate information and productivity resources.

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

Nederland High School follows the Nederland ISD Technology Plan which supports state curriculum standards for technology as defined by the Technology Applications Texas Essential Knowledge and Skills (TEKS) and 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 school library media personnel to further the effective use of technology in the classroom and/or library media center. 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.

NHS became a fully 1:1 mobile-device integrated campus 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 our society. The degree to which Nederland ISD is successful in preparing its students for the future will depend on the development of a technologically-competent faculty and the availability of the appropriate hardware, software, and infrastructure to support sustained learning.

Strengths

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum and Instruction:

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

Career and Technical Education (CTE):

- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning

- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction

Advanced Placement Education (AP and Pre-AP):

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

Educational Support Services: Building Instructional Capacity

- Collaborating with in-district and out-of-district experts, continuing to work toward successful, high quality and rigorous instruction to ensure quality learning of Emergent Bilinguals and students with disabilities
- Providing professional development for teachers to address the needs of different groups of learners by supporting campuses with coaching, and planning support and research-based instructional materials specific to Emergent Bilinguals and students with disabilities continue to be a strong focus in the 2025-2026 school year.

Social/Emotional Supports

Nederland High School has adopted the Capturing Kids' Hearts 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 Communities in Schools and Samaritan Counseling to meet the needs of our high school students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Recruiting highly qualified staff for high-needs staffing areas	Teacher shortage in these areas due to retirements and lack of new candidates
2	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.

 = Priority

Perceptions

Summary

Nederland High School strives to provide the best educational experience for our students through the use of student, parent, and community input. Our district has a Student Code of Conduct that serves a platform for student behavior expectations and discipline. School safety is paramount to the efficacy of the district. Our campus employs a resource officer, three security guards and partners with our local community and law enforcement agencies to ensure the safety of all school community stakeholders.

Another attribute contributing to the culture and climate of the school is the involvement of the parents and community. Due to a strong community belief and spirit in our district and school, the high school is very fortunate to have a vibrant backing from the community. The high school promotes the involvement of the parents and community through the use of organizations such as PTA, booster clubs for extracurricular activities, and business partnerships working toward the goal of creating the best learning environment for our students. The district's communication portal and other community outreach activities exhibit our desire to constantly improve communication between students, parents, teachers and administrators. At Nederland High School we are "Going from Good to Great" by "Turning up the Heat to 212°!"

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

Strengths

School Culture

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

Strong parental/community support

Highly-qualified staff

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/or in Special Education to the students who "Approach" Grade Level on STAAR/EOC assessments.

We need to continue to develop a growth mindset to differentiate for 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, and Dyslexia 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 will continue to transition to a growth mindset.

3
★

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
- ☒ Campus goals
- ☒ HB3 CCMR goals

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
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates

- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion 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

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

☒ Communications data



Goals

Goal 1

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

Performance Objective 1 High Priority HB3 Goal

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

Evaluation Data Source: TAPR
CCMR Plan

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Use results from PSAT and Khan Academy to prepare students for SAT

Strategy's Expected Result/Impact: Increased student participation
Improved student results

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

December

March

June

Strategy 2

Provide funding through HB3 guidance for SAT and TSIA2; PSAT for 10th grade students will be funded with local funds.

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

Staff Responsible for Monitoring: Counselors; Principal; Testing Coordinator

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Increase information for College and Career opportunities, including: wear your college shirt days, college expos and college days; Freshman students will research colleges in their English Language Arts classes. AP teachers will remain current in their professional learning through virtual cohorts and AP summer institutes.

Strategy's Expected Result/Impact: Lesson Plans

Student Participation

Communication of Events

Staff Responsible for Monitoring: Principal; Counselors; CTE Director; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Increase the number of teachers attending AP professional development; Facilitate vertical team meetings for teachers who teach Pre-AP and AP classes; Offer study groups for AP exam prep outside of the school day

Strategy's Expected Result/Impact: Higher AP exam scores

Longitudinal data

Increased student participation

Teacher and student feedback

Staff Responsible for Monitoring: Principal; Curriculum Coordinators

Formative Reviews

Some Progress

December

March

June

Strategy 5

Increase the number of students pursuing a post-secondary education by earning college credits while still in high school; Increase student participation in Dual Credit and AP courses

Strategy's Expected Result/Impact: Data comparison

Course Grades

Staff Responsible for Monitoring: Principal; Counselors; Curriculum Coordinators

Formative Reviews

Moderate Progress

December

March

June

Strategy 6

Create a post-secondary culture through dialogues and action including parent meetings, research of programs, college fair and partnerships with local colleges and universities

Strategy's Expected Result/Impact: Sign-in sheets

Handouts

Newsletters

Assistance with enrollment to universities

Staff Responsible for Monitoring: Administrators; Counselors; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 7

Provide Credit Recovery program, learning recovery, and accelerated learning for at-risk students to prevent failure/dropout

Strategy's Expected Result/Impact: Develop plan with guidelines

Implement plan

Reduction in failures and dropouts

Staff Responsible for Monitoring: Principal; Curriculum Coordinators

Formative Reviews

Some Progress

December

March

June

Strategy 8 Results Driven Accountability

Analyze out-of-class placements (OCS, DAEP, Suspensions) to ensure that no student group is overrepresented; Identify populations and proactively develop a plan to address concerns and reach out to these students

Strategy's Expected Result/Impact: Reduction in overrepresentation of Educationally Disadvantaged and Special Education

Staff Responsible for Monitoring: Principal; Asst. Principals; Counselors; DAEP Director; Special Education Director

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Offer Texas College Bridge courses for seniors that have not earned their CCMR point, allowing them to earn their TSIA exemption and show college readiness

Strategy's Expected Result/Impact: Increased CCMR percentage
Student exemptions for TSIA
College-ready seniors, reducing the need for remedial courses in college

Staff Responsible for Monitoring: Principal; APs; Counselors; Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 10

Senior students will compose and submit essays for college scholarships.

Strategy's Expected Result/Impact: Increased college acceptance
Increased scholarships earned by our students

Staff Responsible for Monitoring: Principal; APs; Senior English teachers

Formative Reviews

Some Progress

December

March

June

Strategy 11

All 9th graders will complete ApplyTexas during their freshman year.

Strategy's Expected Result/Impact: Increased college acceptance
Increased scholarships earned by our students

Staff Responsible for Monitoring: Principal; Asst. Principals; CTE Director

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 2  **High Priority**  **HB3 Goal**

Nederland High School will increase the percentage of students earning Industry-Based Certification by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR
CCMR Plan

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant

Strategy's Expected Result/Impact: Monitor CTE Program effectiveness

Staff Responsible for Monitoring: CTE Director

Formative Reviews

Some Progress

December

March

June

Strategy 2

Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses

Strategy's Expected Result/Impact: Meeting agendas
Sign-in sheets

Staff Responsible for Monitoring: CTE Director; Principal

Formative Reviews

Some Progress

December

March

June

Strategy 3

Utilize CTE Facebook page and campus and district webpages to communicate information to both students and their parents for CTE and scholarship opportunities; Provide upcoming dates for meeting on CTE and scholarship information

Strategy's Expected Result/Impact: Posted at the start of the school year and updated as needed

Staff Responsible for Monitoring: CTE Director; Principal; Counselors; Asst. Principals

Formative Reviews

Some Progress

December

March

June

Strategy 4

Provide students access to the community; Invite area professionals or community groups to come to the school to share experiences and opportunities in their field; Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting

Strategy's Expected Result/Impact: Visitation Logs
Sign-in sheets

Staff Responsible for Monitoring: CTE Director; Principal; Counselors; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 5

Continue Programs of Study where the CTE Advanced-Level courses offer an Industry-Based Certification (IBC)

Strategy's Expected Result/Impact: Increased number of students earning an IBC

Staff Responsible for Monitoring: CTE Director; CTE Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 6

Pay for up to two test fees per student for Industry-Based Certifications (IBC) tests

Strategy's Expected Result/Impact: Increased number of students earning an IBC

Staff Responsible for Monitoring: CTE Director

Formative Reviews

No Progress

December

March

June

Performance Objective 3 High Priority HB3 Goal

Nederland High School will increase the percentage of students earning CCMR points through dual enrollment and/or AP testing by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR
CCMR Plan

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Increase enrollment and rigor in advanced coursework to prepare students for AP and Dual Enrollment courses

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

Staff Responsible for Monitoring: Principal; Counselors; Curriculum Coordinators

Formative Reviews

Some Progress

December

March

June

Strategy 2

Offer Dual Enrollment courses in CTE Programs of Study

Strategy's Expected Result/Impact: Increased number of students earning credit for dual enrollment

Staff Responsible for Monitoring: Principal; CTE Director; Counselors; Curriculum Coordinators

Formative Reviews

Some Progress

December

March

June

Strategy 3

Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA2) for students

Strategy's Expected Result/Impact: Increased number of students eligible for dual enrollment

Staff Responsible for Monitoring: Principal; Counselors; Curriculum Coordinators

Formative Reviews

No Progress

December

March

June

Strategy 4

Nederland High School will pay for all students enrolled in AP courses to take their AP exams.

Strategy's Expected Result/Impact: Increased participation in AP exams
Increased success on AP exams

Staff Responsible for Monitoring: Principal; APs; Curriculum Coordinators; Counselors; AP Teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress

December

March

June

Performance Objective 4 High Priority HB3 Goal

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

Evaluation Data Source: STAAR Data Results and Accountability Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators; Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System

Strategy's Expected Result/Impact: Increased student growth

Staff Responsible for Monitoring: Administrators; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Staff will participate in staff development activities designed to improve student achievement vertically and horizontally; Inclusion, SIOP, Texas Curriculum Management Program Cooperative (TEKS Resource System), Higher-Order Thinking Skills (HOTS), differentiation, data analysis, and research-based instructional strategies and activities.

Strategy's Expected Result/Impact: Student achievement results

Agendas

Sign-in sheets

Staff Responsible for Monitoring: Administrators; Curriculum Coordinators

Formative Reviews

Some Progress

December

March

June

Strategy 3

Increase overall student progress by focusing on data-driven instruction (Eduphoria AWARE) that targets the use of ongoing monitoring of instruction; Teachers will be included in the development of instruction and assessments.

Strategy's Expected Result/Impact: Development of CBAs

Data analysis by teachers and administrators

PLCs with intentional planning from the data

Increased student growth

Staff Responsible for Monitoring: Principal; Asst. Principals; Curriculum Coordinators; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 4

Incorporate technology-enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS)

Strategy's Expected Result/Impact: Increased student growth

Staff Responsible for Monitoring: Administrators; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 5

Nederland High School will enhance instruction and use supplemental software programs, including, but not limited to: Aware, Texas Curriculum Management Program Cooperative (TEKS Resource System), Edgenuity, AP Classroom, ICEV, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities.

Strategy's Expected Result/Impact: Increased student growth

Staff Responsible for Monitoring: Administrators; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 6

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

Strategy's Expected Result/Impact: Increased student growth
Increased graduation rate

Staff Responsible for Monitoring: Principal; Asst. Principals; State and Federal Programs Coordinator; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 7 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: Administration

Formative Reviews

Some Progress

December

March

June

Performance Objective 5 High Priority

Nederland High School will provide Accelerated Instruction for students who did not meet at "Approaches" on The STAAR assessment in the Spring of 2025 following HB1416.

Evaluation Data Source: Tutoring logs
Progress monitoring
Completed accelerated instruction plan
2024 STAAR scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 Results Driven Accountability

Provide Accelerated Instruction opportunities throughout the Fall and Spring semesters

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

Staff Responsible for Monitoring: Principal; Asst. Principals; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 2 Results Driven Accountability

Monitor student progress in the Accelerated Instruction setting

Strategy's Expected Result/Impact: Tracking student progress toward attainment of Accelerated Learning goals

Staff Responsible for Monitoring: Principal; Asst. Principals; Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 3 Results Driven Accountability

Analyze STAAR/EOC and Benchmark data to determine effectiveness of Accelerated Instruction

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

Staff Responsible for Monitoring: Principal; Curriculum Coordinators; Asst. Superintendent for Curriculum and Instruction

Formative Reviews

Moderate Progress

December

March

June

Goal 2

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

Performance Objective 1 High Priority

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

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Implement Teacher Incentive Allotment (TIA) Program for the following areas during 2025-2026:
EOC English, 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
Principal
Asst. Principals
Curriculum Coordinators

Formative Reviews

Moderate Progress

December

March

June

Strategy 2 Results Driven Accountability

Continue implementing Campus Professional Learning Communities (PLCs)

Strategy's Expected Result/Impact: Improved staff knowledge of students
Increased use of new instructional strategies
Increased student achievement
Improved campus climate and culture

Staff Responsible for Monitoring: Administrators; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Continue monthly employee recognition program (EOM wall in lounge, monthly appreciation "goodies" for all staff, affirmation notes, etc.) to promote a positive culture

Strategy's Expected Result/Impact: Increased faculty/staff morale
Staff recognitions

Staff Responsible for Monitoring: Administrators; CKH Process Champions

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Review all positions as they become vacant to determine the needs of the campus

Strategy's Expected Result/Impact: Staff efficiency to meet the needs of our students

Staff Responsible for Monitoring: Principal; Directors

Formative Reviews

Some Progress

December

March

June

Strategy 5

Professional Campus Communications Committee (CCC) will assist in creating two-way communication between employees and campus administration while bringing forward ideas, questions and concerns from employees.

Strategy's Expected Result/Impact: Improved communication between administration and staff in areas of concern or need
Agendas/minutes
Sign-in sheets

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

March

June

Strategy 6

Based on walkthroughs and observations through TTESS, recognize 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

Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students
Campus professional development agendas
Sign-in sheets
TTESS results

Staff Responsible for Monitoring: Administrators

Formative Reviews

Some Progress

December

March

June

Strategy 7

Provide professional development opportunities to support district goals and professional growth for campus personnel

Strategy's Expected Result/Impact: Professional learning opportunities to "grow" and develop leaders to help increase student achievement and staff proficiency in delivery instruction

Staff Responsible for Monitoring: Administrators

Formative Reviews

Some Progress

December

March

June

Strategy 8

Conduct annual Campus Climate Survey with faculty and staff

Strategy's Expected Result/Impact: Use of results to improve factors related to the retention and recruitment of teachers

Staff Responsible for Monitoring: Principal

Formative Reviews



December

March

June

Strategy 9

Each month a different department will host a "teambuilding social" for the campus; Within each department, staff affirmations will be posted on the dry-erase boards, highlighting each teacher on a rotation.

Strategy's Expected Result/Impact: Increased faculty/staff morale
Building collegial relationships among staff from different departments

Staff Responsible for Monitoring: Administrators;
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 2

Implement additional safety measures to ensure student and staff safety

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

All exterior doors will remain locked during the instructional day, requiring all visitors to enter and check-in through the front office entrance.

Strategy's Expected Result/Impact: Administrators and SRO/Security team perform weekly exterior door checks ensuring doors are locking properly and functioning correctly.

Staff Responsible for Monitoring: Principal; Asst. Principals; Security personnel

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

As a best practice, classroom doors will be locked during classroom instruction. Campus SRO and Security will perform random checks of interior doors.

Strategy's Expected Result/Impact: Random checks of classroom doors

Staff Responsible for Monitoring: Principal; Asst. Principals; Security Personnel; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Develop a schedule at the start of the school year for all safety drills to be held during the school year; Routinely perform the safety drills; Conduct After-Action Reviews (AARs) of the drill and develop improvement plans based on the results of the AARs

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

Staff Responsible for Monitoring: Principal; Asst. Principals; Security Personnel

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Schedule and perform safety audits to identify areas for improvement

Staff Responsible for Monitoring: Principal; Asst. Principals

Formative Reviews

Some Progress

December

March

June

Strategy 5

All students will be issued a school ID that they will be required to wear at all times while on campus.

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: Asst. Principals; Librarian

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 6

During conference periods, faculty and staff will monitor hallways and common areas.

Strategy's Expected Result/Impact: Reduced student traffic in hallways during class time
Increased student achievement
Increased campus safety/security

Staff Responsible for Monitoring: Principal; Asst. Principals; Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

Nederland High School will continue use of digital hall pass system.

Strategy's Expected Result/Impact: Increased student achievement
Reduced student traffic in hallways during class time
Reduced student conflicts

Staff Responsible for Monitoring: Principal; Asst. Principals; Counselors; Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 3 **High Priority**

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

Evaluation Data Source: Discipline referrals
Attendance
Grades
Climate and Culture

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

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

Strategy's Expected Result/Impact: Increased positive school culture
Decreased discipline referrals
Improved attendance rate
Address social and emotional needs of students

Staff Responsible for Monitoring: Principal; Asst. Principals

Formative Reviews

 Accomplished

December

March

June

Strategy 2

Monitor successful implementation of CKH in the classrooms

Strategy's Expected Result/Impact: Development and posting of social contracts
Decrease in discipline referrals
Increased attendance rate
Address social and emotional needs of students

Staff Responsible for Monitoring: Principal; Asst. Principals; Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

To support continued positive behavior, students "caught" going above and beyond for the campus will be given an Extra Degree Ticket.

Strategy's Expected Result/Impact: Improved student behavior and campus culture

Staff Responsible for Monitoring: Administration; Counselors; Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

June

Strategy 4

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

Strategy's Expected Result/Impact: Increased fidelity of CKH implementation

Decreased discipline referrals

Increased attendance

Increased effectiveness in addressing the social and emotional needs of our students

Staff Responsible for Monitoring: Principals

Asst. Principals

Curriculum Coordinators

Assistant Superintendent for C and I

Formative Reviews



Accomplished

December

March

June

Performance Objective 4

In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact. 1. Methods for addressing needs of students for special programs: a. early mental health intervention and suicide prevention (District only) b. conflict resolution programs [TEC 11.252(3)(B)] c. drug and violence prevention and intervention [TEC 11.252(3)(B)] d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)] e. pregnancy related services [TEA Addendum] f. homeless 2. Attendance 3. Dropout reduction 4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001] 5. Discipline management [TEC 11.252(a)(3)(E)] and Discipline Management Programs [TEC 11.252] including: a. prevention of and education concerning unwanted physical or verbal aggression, b. sexual harassment c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below) 6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831] a. Harassment and Dating Violence are not tolerated in NISD. b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy d. resources and information available for students seeking help and informing students of the dangers of dating violence 7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] 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. 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 needs of students for special programs:
 - a. early mental health intervention and suicide prevention (District only)
 - b. conflict resolution programs [TEC 11.252(3)(B)]
 - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - e. pregnancy related services [TEA Addendum]
 - f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
 - a. prevention of and education concerning unwanted physical or verbal aggression,
 - b. sexual harassment
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD.
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)]
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.
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)

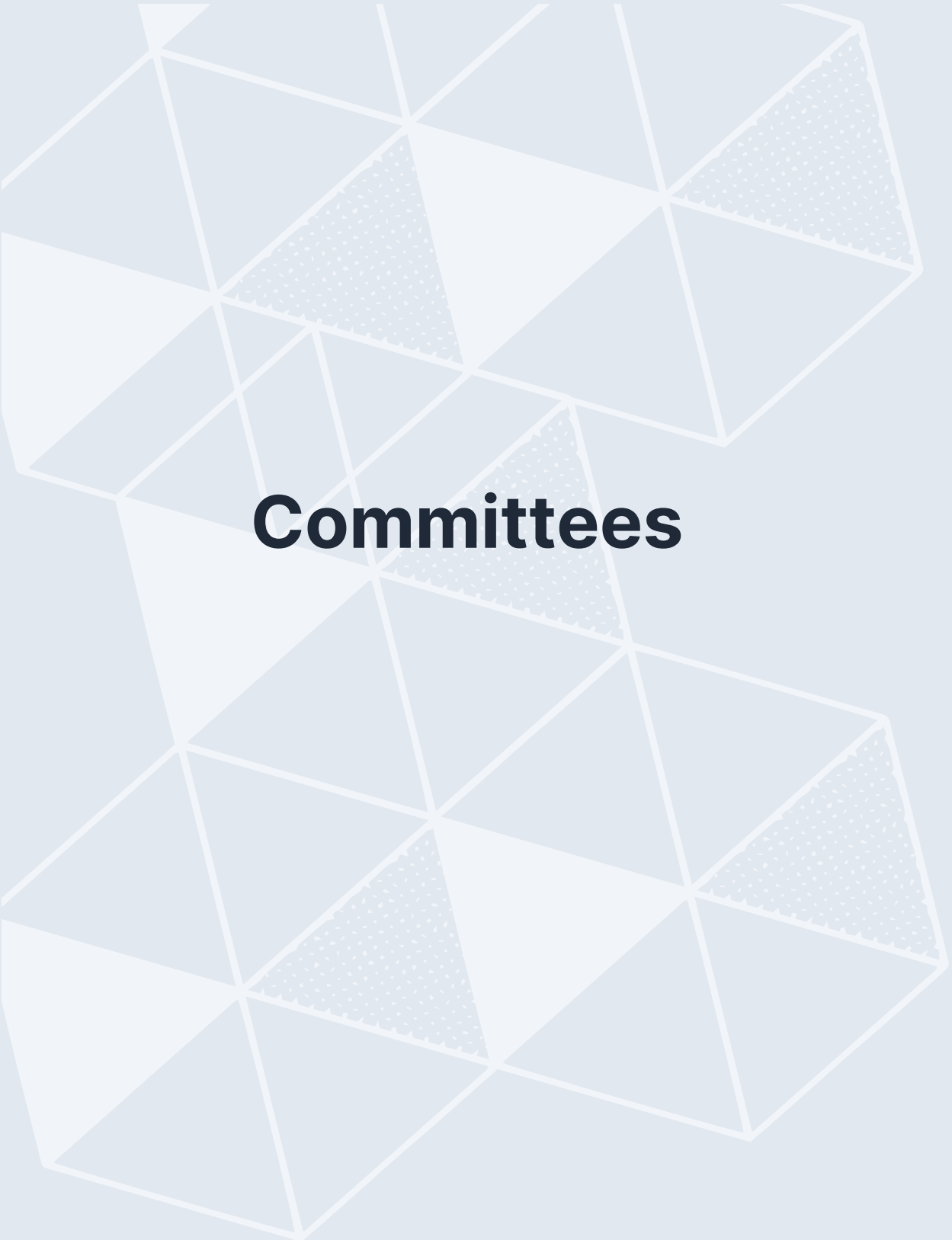
Summative Evaluation: Some progress made toward meeting Performance Objective



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	8	Analyze out-of-class placements (OCS, DAEP, Suspensions) to ensure that no student group is overrepresented; Identify populations and proactively develop a plan to address concerns and reach out to these students
1	4	7	Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA)
1	5	1	Provide Accelerated Instruction opportunities throughout the Fall and Spring semesters
1	5	2	Monitor student progress in the Accelerated Instruction setting
1	5	3	Analyze STAAR/EOC and Benchmark data to determine effectiveness of Accelerated Instruction
2	1	2	Continue implementing Campus Professional Learning Communities (PLCs)



Committees

Committees

Campus Performance Objectives Council

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 10, 2025 @ 4:00 PM	NHS Library	--	--

Members

First Name	Last Name	Position	Committee Role
Ashley	Rhodes	Classroom Teacher	Classroom Teacher
Julie	Blackwell	Paraprofessional	Paraprofessional
Robin	McEachen	Classroom Teacher	Classroom Teacher
April	Hawkins	Classroom Teacher	Classroom Teacher
Stephanie	Sandwell	District Nonteaching Professional	District Nonteaching Professional
Jared	Walker	Campus Nonteaching Professional	Campus Nonteaching Professional
Felicia	Rossi	Business Representative	Business Representative
Jana	Bartz	Business Representative	Business Representative
Abbie	Lindsey	Community Resident	Community Resident
Kacy	Havard	Parent	Parent
Jana	LaBouve	Parent	Parent



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