

Nederland Independent School District



Central Middle School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Central Middle School is to develop the potential of all students, to provide effective instruction in all areas taught, to build the skills necessary for lifelong learning, and to develop a feeling of self-worth and confidence that will allow students to become productive citizens in an ever-changing world environment.

Value Statement

Learners Today, Leaders Tomorrow.

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Comprehensive Needs Assessment

Demographics

Summary

According to our October 2025 fall data, Central has total of 553 students enrolled. 53.8% of these students were considered Economically Disadvantaged. This percentage has been over 50% for the last ten years. 14.5% are English Language Learners. This percentage has increased dramatically in the last five years. 22% of the student population was served by Special Education. The percentage of Special Education students has remained increased by 7% over the last six years.

District Demographics 2024 PEIMS Reporting												
	AA	His	White	Am Ind	Asian	Two or More	Sped	504*	Eco Dis*	EB	GT	At Risk
District	8.53%	32.98%	46.42%	.34%	7.72%	3.83%	15.6%	9.4%	46.4%	14.5%	7.54%	37.81%
Central M S	13.3%	38.3%	36.0%	0.1%	8.4%	3.8%	22%	14.2%	53.8%	14.5%	6.6%	46.3%

Ethnic populations were: 13.8% African American, 35.2% Hispanic, 38.8% White, 0.2% American Indian, 8.8% Asian, 0.13% Pacific Islander, and 3.1% Two or More Races. The percentage of Hispanic students has increased in the last nine years. The total number of students is expected to continuously increase over the next year.

51.44% of the Canines were considered At Risk.

The campus attendance rate was 96.00% in 2023-2024. The three lowest attending demographic groups were Special Education 94.5%, African American 95.5%, and White with 95.7%.

Strengths

- The school has a **moderate enrollment size** of about 595 students for grades 6-8.
- The **student-teacher ratio** is about 12.6 students per teacher, which is lower than many schools.
- Teacher average experience is solid — about **14.5 years** on average.
- Diverse student body.
- The school's academic performance is above state average in key areas
- The lower student-teacher ratio means students may get **more individual attention**.
- The diversity provides a school environment where students from different backgrounds can learn from one another.
- Teacher experience is better than many – this tends to correlate with stronger instruction and stable teaching environment.
- Proficiency results above state averages indicate the school is performing well academically given its demographics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Instruction in various inclusion classes involves the general education teacher paired with a paraprofessional or aide.	With increasing numbers of students in special education, additional certified special education teachers are needed.

 = Priority

Student Learning

Summary

1. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Which groups met satisfactory performance? Is there a significant difference between the performances of different student groups?

2025 STAAR Results				
Test	% Did Not Meet	% Approaches	% Meets	% Masters
6 th Reading	14%	86%	59%	34%
6 th Math	14%	86%	53%	16%
7 th Reading	24%	76%	53%	26%
7 th Math	60%	40%	9%	1%
8 th Reading	12%	88%	62%	33%
8 th Math	16%	84%	61%	22%
8 th Science	18%	82%	64%	32%
8 th Social Studies	39%	61%	29%	12%

Algebra	2%	98%	85%	74%
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2. Which student groups did not meet growth expectations? Which groups met growth expectations? Is there a significant difference between the performances of different student groups?

The student groups that did not meet growth expectations are 5th grade science and 8th grade math.

3. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

-

4. What are the areas of lowest performance? What does the data look like for the past three years?

Central Middle School is a campus that has been identified for targeted support and improvement by TEA. We have four student groups that have missed their performance targets in at least the same three indicators for three consecutive years. These student groups are: African American (ELAR and Math), White (ELAR and Math), Asian (ELAR and Math) and Special Education (ELAR and Math.)

5. How is Rtl being implemented? How are students identified and placed in Rtl? Are the Rtl processes and implementation effective? How is the Rtl process affecting referrals to special

education?

All students were given the Star Renaissance beginning of the year tests to determine which students were below the 25% cut score. Rtl committees met to evaluate each student's (below 25%) test scores, classroom work history, previous year's STAAR data, etc. to determine if placement in Rtl Tier II is needed. Many students were placed into Rtl, while others were placed on-watch for the 2nd six-weeks. Teachers will reconvene to discuss student progress and reevaluate placement after the next grading period. Those students moved into Tier II are using Progress Learning to close gaps and reinforce their learning. In addition, many of those students are also placed in a Pathways Reading or Math class for intervention.

Strengths

Strong proficiency in core subjects:

- Around **59%** of students are proficient in reading/language arts—higher than the Texas state average of 51%.
- About **51%** of students are proficient in math, above the Texas average of 44%.
- Science proficiency is also about **50%**, which is above the state average in the data cited.

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Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Central was identified as a school for targeted support and improvement after the Spring 2018 STAAR test.	Four different demographic groups (African American, White, Asian, and Special Education) have missed the achievement targets in at least three of the same indicators for three consecutive years.
2	We are seeing a trend across grade levels and content areas where students are experiencing gaps in learning.	Learning gaps were identified with diagnostic testing after students returned from a shortened school year due to COVID-19.

★ = Priority

School Processes & Programs

Summary

Are all teachers state certified? Are instructional paraprofessionals highly qualified?

- 98% of teachers are state certified.
- All paraprofessionals are highly qualified.

What strategies and structures are in place to build capacity?

- The principal encourages professional growth with staff members by empowering those who are pursuing advanced degrees with campus leadership opportunities.
- Teachers use the TTESS instrument conduct self-appraisals prior to meeting with campus administrators to develop annual goals. The goals stress personal growth and student growth.
- Every teacher also implements Student Learning Objectives as a student growth goal.

What professional development and resources are needed? How are these needs identified?

- Administrators at all levels study successful programs to choose best practices for implementation.
- Faculty surveys will be used to determine areas of need for the future.
- 1:1 meetings with faculty will help administrators better understand areas of need.
- Conduct TEAM meetings with a purpose and include coordinators.

How are the strengths of the most effective teachers shared with others?

- Curricular departments meet regularly to discuss student data and plan engaging lessons.
- A teaming period was added to the master schedule allowing all 6th, 7th and 8th grade content teachers to meet and collaborate on lesson design and best practices.
- Learning walks where teachers will visit other classrooms to observe strategies being used in others classrooms and give constructive feedback.

What structures are in place to ensure that teachers and others implement what they learn?

- Administrators collect walkthrough data regularly to determine pedagogical efficacy.
- The T-TESS evaluation system is used to promote growth.

Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)?

- The curriculum is aligned with all mentioned above.
- We use the TEKS Resource System as our curriculum.
- Eduphoria is used to track instructional data.
- Begin using OnData Suite to help disaggregate and interpret data.

How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area?

- Departments follow the TRS Year-At-A-Glance (YAG) document to ensure fidelity to the spiraling curriculum.
- Readiness, supporting, and process standards are addressed.
- Teacher alignment is also discussed and accomplished through their shared teaming/planning periods.
- Common assessments are used.

What types of data are used for instructional planning? Is planning done by teams or individually?

- Results of individual benchmarks and group projects are among the data considered by teachers.
- SLO data is also used by individual teachers to track student progress.
- Early release days and staff development days allow teachers to collaborate on their planning, in addition to their teaming time.

How are EL sheltered instruction strategies provided and monitored?

- Most ELAR teachers are ESL certified.
- One full-time ESL in addition to one Spanish-speaking ESL paraprofessionals, and one ESL tutor provides service to an increasing number of ELs at Central.
- Lesson plans and walkthroughs provide documentation of the use of strategies.

What are campus expectations for the use of technology? How is technology used to support instruction and learning? What training is available for teachers?

- Teachers are encouraged to constantly use technology to provide unique and engaging curricular experiences.
- All teachers participated in summer training and all students have received their one to one mobile Winbooks for use in their classrooms.
- Every classroom has a Boxlight and a projector. Students may continue to utilize their internet devices with teacher permission.
- The district technology department offers workshops during the school year and summer.
- The campus technology teacher provides immediate and effective support for programs and apps.

Strengths

We have an experienced faculty and staff who are highly qualified in their curriculum.

The campus planning process involves staff, community and district.

Ongoing professional development supports initiatives and improves instruction.

RTI student evaluations/interventions are being implemented with fidelity with decision-point meetings for each individual student at the close of each grading period.

The district provides curriculum planning opportunities throughout the school year.

Implementation of NWEA MAP testing

Continuous instructional support is provided by district curriculum leaders.

Central has one full-time ESL and one Spanish-speaking aide and one part-time ESL aide to service a growing number of English Learners.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We are servicing a large number of students in our dyslexia program creating scheduling issues.	Students who have the potential to be exited from the program do not have enough collected data to support their success with Reading by Design.
2	We have seen an increase in students who are non-English speakers and have not been in a structured learning environment for some time.	We need a formal system of screening students in their native language to access where they are academically.

 = Priority

Perceptions

Summary

Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children?

- As a Title I campus, CMS has a responsibility to create a connection between the school and the home.
- The district instituted the Communities in Schools program to help advance this effort. Central's CIS site coordinator is collaborating with those at Nederland High School and Hillcrest Elementary School to improve community engagement.
- Our counselors' office also provides the Canine Corner (posted on Facebook and our school webpage) each month to communicate our school information with parents/stakeholders.

What are teachers' expectations for parental involvement?

- Parents are expected to support the campus instructional program and assist their child in achieving its goals. This includes letting the faculty and staff know of issues that might affect the learning process.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc?

- The campus Facebook page has over 2100 followers.
- A newsletter is sent home monthly and other flyers as needed.
- Efforts are made to translate handouts going home into Spanish for our parents of our ELs.
- Use of BlackBoard communication system to contact parents and students

Do parents and community members participate in the site-based planning committee? How are they selected?

- Two parents, two community members, and two business representatives are part of Central's Campus Performance Objectives Council. Per Administrative Regulation CUR-30, candidates for these six positions are nominated and selected in a collaboration between the CPOC and the principal. A parent representative also serves as a member of our LPAC.

Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

- The NISD Board of Trustees' meetings, campus CPOC, campus PTA, booster clubs, and various ad hoc committees allow ample opportunities for parents and community members to collaborate in the decision-making process.

Strengths

The Home Access Center allows parental access to grades/assignments, discipline reports, daily attendance, etc.

The campus maintains a Facebook page with announcements and promotional pictures.

Lesson plans are posted on teacher Google Classrooms

A monthly newsletter is distributed with campus information and parenting tips on our Facebook page.

Teachers communicate through the Remind 101 App and Google Classroom and through notes sent

home.

The Communities In Schools program is aimed to provide additional emotional and instructional support for our students and to improve community engagement.

Blackboard Connect is used for call outs to disseminate campus information to parents of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a lack of parent involvement among the parents of our educationally-disadvantaged students.	The school has not been effective in creating a connection with families of our educationally-disadvantaged students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a lack of parent involvement among the parents of our educationally-disadvantaged students.

The school has not been effective in creating a connection with families of our educationally-disadvantaged students.

2
★

Central was identified as a school for targeted support and improvement after the Spring 2018 STAAR test.

Four different demographic groups (African American, White, Asian, and Special Education) have missed the achievement targets in at least three of the same indicators for three consecutive years.

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data



Budgets/entitlements and expenditures data



Action research results



Goals

Goal 1

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

Performance Objective 1 High Priority

Central MS will measure, monitor and increase annual individual student growth and decrease achievement gaps in the core content areas.

Evaluation Data Source: Central will meet or exceed the standard in all domains of the 2024-2025 accountability system.

Increase the percentage of academic growth achieved by each student group.

Increase the number of distinctions received.

Strategy 1

Disaggregated data from Eduphoria will be used by teachers to individualize instruction for student groups, including: educationally-disadvantaged, at risk, dyslexia, special education, 504, Gifted/Talented, ESL, Title I and all ethnic groups.

Strategy's Expected Result/Impact: Differentiated instruction will lead to increased student success.

Evidence: Eduphoria in-service sign-in sheet. Documented use of Eduphoria.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Teachers will conference with individual students and have each student chart his/her progress on benchmark assessments.

Strategy's Expected Result/Impact: Students will develop ownership in their own learning. They will work with the teacher to set goals for the year, ultimately leading to student growth.

Evidence: Student progress tracker

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Teachers will monitor the grades of all students and provide tutoring as needed. Documentation of tutorials attended will be maintained.

Strategy's Expected Result/Impact: Tutorials will lead to increased student success.

Evidence: Documentation of tutorials each grading period and after school using Google Forms

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 4

Trained administrative staff will conduct periodic classroom walkthroughs and will provide feedback to teachers.

Strategy's Expected Result/Impact: Classroom walkthroughs and feedback will improve classroom instruction and lead to increased student success.

Evidence: Walkthrough documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, District Supervisors

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

December

March

June

Strategy 5

Progress reports will be given to every student each grading period. Teachers will make personal contact with parents of failing students. Counselors will conference with each student that failed a class on the previous report card.

Strategy's Expected Result/Impact: Parent notification concerning academic needs will encourage tutorial attendance and submission of corrected assignments leading to an increase in student success.

Evidence: Parental contact logs each grading period; counselor conference logs

Staff Responsible for Monitoring: Counselors, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



December

March

June

Strategy 6

Benchmark assessments will be administered according to the district schedule. Results will be used for instruction and Response to Intervention planning.

Strategy's Expected Result/Impact: Assessment results will allow increased support for students who are not on the path of academic growth.

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



December

March

June

Strategy 7

Students who fail more than one six-weeks grading period, will collaborate with their counselor and teacher to develop an action plan. Once developed, the student will meet with the principal to discuss it.

Strategy's Expected Result/Impact: By having the student take ownership in his/her grades, accountability and achievement should follow.

Staff Responsible for Monitoring: Principal, Counselor, Teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Some Progress

December

March

June

Strategy 8 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Students who failed any content area of the 2025 STAAR test will participate in Accelerated Learning tutoring as outlined in HB 1416.

Strategy's Expected Result/Impact: Students will show academic growth in the areas where they were unsuccessful in the past. 15-30 hours of targeted intervention will be monitored in the areas of failure.

Staff Responsible for Monitoring: Teachers, Interventionist, Counselors, Asst. Principal, Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 2 ☒ High Priority

Counseling program is implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase preparation for post-secondary education.

Evaluation Data Source: TAPR data
STAAR campus results

Strategy 1

Seventh graders will participate in the CoGAT.

Strategy's Expected Result/Impact: Counselors use the data to develop course selections and four-year plans for students to discern future career paths.
Evidence: Test results and course plans

Staff Responsible for Monitoring: Principals, Counselors, Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Individual meetings are held with students who are failing classes, and parents are contacted. 7th and 8th grade retained students are assigned a mentor teacher.

Strategy's Expected Result/Impact: There should be a reduction in the number of repeated failures.
Evidence: Notes from the conferences

Staff Responsible for Monitoring: Counselors, Teachers of Record, Mentor Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

At-risk students are identified and monitored regarding attendance, grades and conduct. Accelerated instruction will be provided for students who are at risk of dropping out of school. This core subject instruction will be before, during or after school hours as deemed appropriate.

Strategy's Expected Result/Impact: At-risk students should achieve greater success using increased support system.
Evidence: PEIMS data

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Communities In Schools (CIS) will provide social emotional support and support groups for 6th, 7th, & 8th grade students.

Strategy's Expected Result/Impact: Additional support for students to lead to their higher academic achievement

Staff Responsible for Monitoring: Counselors, CIS counselor

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 3 High Priority

Central's students will show a minimum of one year's growth in ELAR and Math.

Evaluation Data Source: Progress on universal screeners

Strategy 1

Pathway (accelerated) classes will be available for 7th and 8th grade students who did not meet standards in ELAR and Math.

Strategy's Expected Result/Impact:

Pathway classes will lead to increased student success for non-masters in ELAR and Math. We have increased the number of Pathway classes to meet the needs of students who require Accelerated Learning. WIN time will be offered to all 6th grade students to sharpen their skills in reading and math. Evidence: Master schedule

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

All 6th, 7th and 8th grade STAAR students who did not meet standards will receive accelerated instruction through tutorials, WIN, or Pathway classes.

Strategy's Expected Result/Impact: Tutorials will lead to increased student success for non-masters.

Evidence: Tutorial documentation

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Supplemental funds will be used to hire certified tutors to assist STAAR students who did not meet standards.

Strategy's Expected Result/Impact: The additional number of tutorial opportunities will lead to increased student success.

Evidence: List of extra help tutors and tutorial documentation

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Community and business volunteers will be solicited to tutor students.

Strategy's Expected Result/Impact: The additional number of tutors will lead to increased student success.

Evidence: Volunteer sign-in sheets

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, PTA Officers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

June

Strategy 5

Writing opportunities will be offered in the core curriculum areas of ELAR, Math, Science and Social Studies.

Strategy's Expected Result/Impact: Additional writing opportunities will lead to increased student success.

Evidence: Lesson plans from core content teachers; walkthrough documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, Core Content Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 6

Faculty members will use cooperative learning and critical reading strategies when appropriate.

Strategy's Expected Result/Impact: An increased variety of classroom instruction techniques will lead to increased student success.

Evidence: Lesson plans from teachers; walkthrough documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

Teachers will organize a variety of both co-curricular and fine art field trips for students in all grades.

Strategy's Expected Result/Impact: Co-curricular field trips and associated learning opportunities will lead to increased student success.

Evidence: Lesson plans of field trips

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Students sent to the Disciplinary Alternative Education Placement will receive interventions/restorative practices upon returning to campus.

Strategy's Expected Result/Impact: Interventions will reduce recidivism and increase student success.

Evidence: Administrative/Counselor conference logs

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 4

An effective Response to Intervention program will be maintained to meet the needs of our students.

Evaluation Data Source: The number of students identified in Tier 2 and Tier 3 support will be reduced by 10% by the end of the school year.

Strategy 1

The Nederland ISD Response to Intervention Program is designed as a three-tier instructional process. Central will continue to maintain an Academic RtI team and a Behavioral RtI team.

Strategy's Expected Result/Impact: The campus RtI program will address student needs and lead to increased student success.

Evidence: Academic RtI binders; Behavioral RtI team records

Staff Responsible for Monitoring: Principal, Assistant Principal, RtI Committee

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 2

ELAR and Math teachers (by grade) will meet at the close of each six-weeks to evaluate individual student progress, as well as benchmarks/checkpoints. Individual decision-points will be discussed outlining each student's growth/progress.

Strategy's Expected Result/Impact: No students will fall through the cracks. Each student's progress will be discussed each six weeks, thus improving student performance and growth.
Evidence: Documentation from decision-point meetings in the Rti binders.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 5

The NISD ESL program will continue to be implemented to support Central's growing number of English learners.

Evaluation Data Source: ESL/Bilingual records
Report cards
STAAR results for English learners
LPAC data

Strategy 1

The master schedule will include multiple ESL Lab elective sections for 6-8 grades.

Strategy's Expected Result/Impact: The additional language support for English Language Learners should lead to increased student success.
Evidence: Campus master schedule

Staff Responsible for Monitoring: Principal, Counselors, ESL teacher and Bilingual teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 2

ELAR teachers will continue to use sheltered instruction strategies in their classrooms. ELAR teachers that are not ESL certified will be given the opportunity to gain ESL certification.

Strategy's Expected Result/Impact: Increased academic success of English learners

Evidence: Lesson plans; teacher certifications; ESL/Bilingual documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, ESL/Bilingual Coordinator, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Performance Objective 6 ☒ High Priority

Dropout prevention activities will increase completion rates and a variety of activities will encourage students to attend school regularly.

Evaluation Data Source: The district dropout rate will be equal to or lower than the state average. Student attendance will be equal to or greater than 97%.

Strategy 1

Truancy interventions will be conducted and complaints filed against parents and students violating the Compulsory Attendance Law.

Strategy's Expected Result/Impact: The number of truant students will remain low.

Evidence: Truancy records

Staff Responsible for Monitoring: Assistant Principal, Counselors, Attendance Clerk

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

December

March

June

Strategy 2

Activities and videos will encourage students to attend school regularly and complete their degree plan.

Strategy's Expected Result/Impact: Positive behavior reinforcements will increase student attendance.

Evidence: Social Studies lesson plans

Staff Responsible for Monitoring: Principal, Counselors, Social Studies Teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

June

Performance Objective 7

Discipline management procedures will reduce student misconduct, allowing for higher student achievement.

Evaluation Data Source: The annual total of suspensions will be equal to or less than the previous year's total.

Strategy 1

After-school detention and On-campus suspension will be used to modify inappropriate student behavior.

Strategy's Expected Result/Impact: The number of OCS assignments will be reduced.

Evidence: Detention records and discipline summary report each grading period

Staff Responsible for Monitoring: Assistant Principal, Counselors, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

June

Strategy 2

Admission, Review, Dismissal committee meetings will be convened to develop Behavior Intervention Plans when needed. These plans will be implemented with integrity.

Strategy's Expected Result/Impact: Behavior modifications and supports will reduce the number of discipline referrals.
Evidence: ARD documents

Staff Responsible for Monitoring: ARD Facilitator, Assistant Principal

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 8 **High Priority**

Technology will be utilized as a tool for learning.

Evaluation Data Source: All students will complete a project using technology this year.

Strategy 1

All faculty have received 1:1 Winbooks will design lessons using the technology that engages the students in higher-order thinking and problem solving.

Strategy's Expected Result/Impact: Designing more engaging lessons will result in higher student achievement and better critical thinking skills.
Evidence: Data walk documentation; teacher lesson plans

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Chairpersons, Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

December

March

June

Strategy 2

Teachers will update grades online weekly. Parents will be encouraged to register for the eSchool Home Access Center.

Strategy's Expected Result/Impact: Students and family member will interact with teachers to increase student success.
Evidence: Newsletter; Eschool Grade books

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Integrated technology and uses of the Internet will continue to be explored and adopted when appropriate. New software will be evaluated. Current software will be updated as needed.

Strategy's Expected Result/Impact: This continuous improvement process will lead to more engaging student activities.

Evidence: Lesson plans; campus technology inventory

Staff Responsible for Monitoring: STAR Committee; Faculty

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 9 High Priority

Central Middle School will maintain a positive campus climate. All students will be encouraged to participate in some type of school organization.

Evaluation Data Source: Student club/organization rosters

Strategy 1

The district Student Code of Conduct and the campus student handbook will be available in both English and Spanish online through the campus website.

Strategy's Expected Result/Impact: Students and family members will know the campus rules and standards.

Evidence: Campus website

Staff Responsible for Monitoring: Assistant Principal, Technology Teacher

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

December

March

June

Strategy 2

A CKH Influencer rally will be held after each of the first five grading periods to recognize Perfect Attendees, Honor Roll members, Influencer Award recipients and other worthy students. An Awards Day ceremony will be held in late May for year-end student recognition.

Strategy's Expected Result/Impact: Positive behavior and academic reinforcements will lead to increased student success.

Evidence: Pride Rally agendas, school calendar

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

The Influencer program and "The Canine Way" program and mindset (formerly Caught Being Good) will target improved student behavior by distributing reward tickets.

Strategy's Expected Result/Impact: Influencers and the CKH system provide positive behavior reinforcement leading to improved school climate.

Evidence: Influencer recipients list

Staff Responsible for Monitoring: Assistant Principal, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

The Capturing Kids Hearts program will promote Positive Behavior Intervention System will continue to be utilized.

Strategy's Expected Result/Impact: Discipline referrals will be reduced by 50% over the previous year.

Evidence: Discipline reports

Staff Responsible for Monitoring: Assistant Principal, Counselors, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Form a PLC group to study the identification of gifted students in poverty or ethnic minorities.

Strategy's Expected Result/Impact: Use of the rubric will increase the percentage of gifted and talented students.

Evidence: List of G/T students; PLC sign-in sheets

Staff Responsible for Monitoring: District curriculum coordinator, Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

June

Performance Objective 10 ☒ High Priority

Work with the NISD Coordinator of Partners in Education & Communications to identify potential community partners and increase their involvement.

Evaluation Data Source: Documentation of donations, sponsored activities and/or volunteer sign-in sheets

Strategy 1

Coordinate with the NISD Coordinator of Partners in Education and Communications to develop daily schedule for community members seeking to volunteer at Central Middle School.

Strategy's Expected Result/Impact: Increased volunteering on campus, leading to increased campus safety/security

Evidence: Sign-in logs in the attendance office

Staff Responsible for Monitoring: District Coordinator, Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Anonymously survey parents and the community regarding campus programming and climate.

Strategy's Expected Result/Impact: Survey results will be used to improve campus programs and climate.

Evidence: Survey results

Staff Responsible for Monitoring: Campus Leadership Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Tutors for ESL, Reading, Math and Science will be recruited to work with students before, during and after school.

Strategy's Expected Result/Impact: Tutorial assistance will lead to increased student success.

Evidence: Volunteer sign-in sheets

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 4

Grants will be sought from the Nederland Education Foundation for instructional programs. The school will support the fundraising efforts of the Nederland Education Foundation.

Strategy's Expected Result/Impact: Grant recipients will purchase additional classroom activities.

Evidence: Newsletters; grant applications

Staff Responsible for Monitoring: Instructional Specialists

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Goal 2

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

Central Middle School will implement recruitment, development and retention strategies to maintain the best, highly-qualified staff. All teachers and paraprofessionals will be highly qualified in the subjects taught.

Evaluation Data Source: Annual Highly Qualified employee report

Strategy 1

Interview teams will be composed of campus administrators and teachers to fill vacancies with effective applicants.

Strategy's Expected Result/Impact: The interview process will reflect stakeholders' different viewpoints regarding the abilities of the applicants.
Evidence: Interview team roster

Staff Responsible for Monitoring: Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Central's students will be taught by highly-qualified teachers who are assisted by highly-qualified paraprofessionals.

Strategy's Expected Result/Impact: Instruction by highly-qualified employees will lead to increased student success.
Evidence: Teachers' and aides' certifications

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 2

Professional development activities will be scheduled that support the goals and educational initiatives of the district.

Evaluation Data Source: T-TESS Goals documentation
In-service agendas

Strategy 1

Two T-TESS goals will be developed jointly by the each teacher and his/her appraiser. One will be a student growth goal; the other will be a professional growth goal, individualized to the teacher. The goals will be tracked throughout the year. Success will be determined during the summative conference during the last grading period.

Strategy's Expected Result/Impact: The T-TESS process will improve the skills set of teachers each year, leading to an increased efficacy in instruction.
Evidence: T-TESS documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

PLC meetings will be scheduled bi-monthly/monthly to review growth objectives. Teachers will update student growth data regularly in Eduphoria. Teaming time, as well as staff development days, will include time for grade-level curriculum meetings to share plans and ideas.

Strategy's Expected Result/Impact: The Lead4ward process will be embedded within the campus climate leading to increased student success.
Evidence: Sign-in sheets; updated Eduphoria database and curriculum unit plans

Staff Responsible for Monitoring: District-Level Administrators, Middle School Curriculum Coordinator, Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

To support our gifted and talented students, core teachers will be encouraged to obtain/maintain certification in G/T instructional methods.

Strategy's Expected Result/Impact: Increase in academic growth of G/T students.

Evidence: List of certified G/T teachers; lesson plans noting differentiation

Staff Responsible for Monitoring: District Curriculum Coordinator, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

ELAR teachers that are not ESL certified will be encouraged to achieve ESL certification.

Strategy's Expected Result/Impact: Improved academic growth of English learners

Evidence: List of ESL certified teachers

Staff Responsible for Monitoring: Principal, District ESL Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 5

ELAR teachers are attending PD with Carlin Liborio to design engaging lessons with the new ELAR TEKS and new STAAR test structure

Strategy's Expected Result/Impact: Teachers will learn and utilize engaging instructional strategies for implementing the new ELAR TEKS.

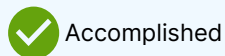
Evidence: Training sign-in sheets; lesson plans

Staff Responsible for Monitoring: Principal, Curriculum Coordinator, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

December

March

June

Performance Objective 3 High Priority

In an effort to recruit and retain quality personnel, faculty/staff appreciation will be shown throughout the school year in a variety of ways.

Evaluation Data Source: School calendar of events

Facebook posts/pictures of staff appreciation events

Strategy 1

Each 6-9 weeks, campus administration will recognize the efforts made by our faculty/staff with some form of appreciation.

Strategy's Expected Result/Impact: Increased positivity and demonstrative appreciation will lead to a positive climate/culture among the faculty/staff.

Evidence: School calendar; pictures posted to school webpage

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Annually, a campus climate survey will be distributed to the faculty/staff soliciting ways to improve the school. Results will be shared with everyone and plans will be developed to improve the top areas of need.

Strategy's Expected Result/Impact: By surveying the staff, administration can learn areas to improve the school, thus leading to better campus climate/culture.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



December

March

June

Performance Objective 4

Comprehensive student services will be provided to special student populations.

Evaluation Data Source: All students requiring student services will be identified. All of the identified students will receive the services they need.

Strategy 1

Faculty members will continue Child Find efforts as part of the initial evaluation to identify students in need of services.

Strategy's Expected Result/Impact: Students will be placed into classes that meet their educational needs.

Evidence: Teachers receive information about Child Find during the first grading period. Child Find documentation

Staff Responsible for Monitoring: Diagnostician, Counselors, Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Annual Admission, Review and Dismissal committee meetings will be conducted in a timely manner to plan an appropriate educational program for every special education student. Parents, resource and regular teachers will be included to provide input on the student's current performance and future educational needs.

Strategy's Expected Result/Impact: Students will be placed in the appropriate educational setting. Parents will have input in developing the plan.

Evidence: ARD documentation

Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnosticians, Counselors, ARD Facilitator, Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Students with disabilities will be placed in the least restrictive environment utilizing the principles of inclusion.

Strategy's Expected Result/Impact: Students will be placed in the appropriate educational setting.
Evidence: ARD documentation; Inclusion class rosters

Staff Responsible for Monitoring: Principal, Counselors

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Students with individual needs (including Special Education, Gifted/Talented, 504, ESL, Title I, Dyslexia, and Educationally Disadvantaged) will receive timely evaluations and appropriate services.

Strategy's Expected Result/Impact: Students will be placed in the appropriate educational setting.
Evidence: Documentation of each program

Staff Responsible for Monitoring: Principal, Assistant Principal, ARD Facilitator, Diagnostician, Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Supercenter will continue to provide services for eligible students to increase their academic success in core classes. Supercenter personnel will provide documentation of the progress of the students every three weeks.

Strategy's Expected Result/Impact: Supercenter data will provide information on student progress.
Evidence: Supercenter documentation

Staff Responsible for Monitoring: Supercenter Personnel

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Case managers will be assigned to all students receiving special education services to monitor and ensure progress on their IEPs.

Strategy's Expected Result/Impact: By having each student's progress supervised by a specific case manager, all special education students will grow academically.

Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Student Services

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 5

The Communities in Schools Site Coordinator will collaborate with administrators and counselors to provide services based on the CIS Six Components Activities Guide.

Evaluation Data Source: CIS end-of-year documentation of services provided

Strategy 1

Parent and Family Engagement - Each semester a community outreach activity will be held at Central. These will be scheduled during and after school hours to encourage participation.

Strategy's Expected Result/Impact: Increased parent engagement
Evidence: CIS sign-in sheets and end-of-year survey

Staff Responsible for Monitoring: Principal, CIS Site Coordinator

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Counseling and Supportive Guidance - Services will be provided to case-managed students. Efforts will be coordinated with the counseling program.

Strategy's Expected Result/Impact: Increased academic success for these students
Evidence: CIS documentation and students' academic records

Staff Responsible for Monitoring: Principal, CIS Site Coordinator

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Health and Human Services - Activities will be scheduled that promote health awareness and healthy lifestyles. These will be coordinated with the campus CATCH committee.

Strategy's Expected Result/Impact: Increased student and employee attendance and wellness
Evidence: CIS documentation and campus attendance report

Staff Responsible for Monitoring: Principal, CIS Site Coordinator, CATCH Chairperson, Health Teacher, PE Coaches

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

June

Strategy 4

College and Career Readiness - Activities will be scheduled to prepare students for the workforce. Efforts of the campus AVID program will be supported as well as by school counselors. 8th graders will complete Career Cruising using the Naviance program. The counselor will organize and host a career day.

Strategy's Expected Result/Impact: Increased academic success for our students
Evidence: CIS and AVID documentation
Software: Naviance

Staff Responsible for Monitoring: Principal, CIS Site Coordinator, AVID Teacher, School Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Enrichment - Services and activities will be provided for interpersonal skills building. Efforts of the Behavioral Rtl team will be supported.

Strategy's Expected Result/Impact: Decrease in discipline referrals

Evidence: CIS documentation, campus discipline records

Staff Responsible for Monitoring: Principal, CIS Site Coordinator, Behavioral Rtl Chairperson

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Academic Support - Activities and services will be provided to encourage student achievement. Efforts of the Academic Rtl team will be supported.

Strategy's Expected Result/Impact: Increase in achievement of participating students

Evidence: CIS and Academic Rtl documentation

Staff Responsible for Monitoring: Principal, CIS Site Coordinator, Rtl team members

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 6

Campus opportunities will be planned for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Source: Sign-in sheets for events

Volunteer sign-in sheets

Strategy 1

Pep Rallies will be scheduled for home football games and the last basketball game.

Strategy's Expected Result/Impact: There will be increases in community involvement and school culture.

Evidence: School calendar; pep rally agendas

Staff Responsible for Monitoring: Extracurricular Sponsors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

December

March

June

Strategy 2

Various opportunities will be presented, through PTA, for parents/family members to volunteer in the school.

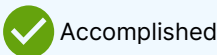
Strategy's Expected Result/Impact: There will be an increase in parent involvement/volunteering on campus.

Evidence: Sign-in sheets

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Officers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

December

March

June

Performance Objective 7

Maintain support for the campus AVID program

Evaluation Data Source: AVID student rosters

Records of AVID activities

Strategy 1

Increase the number of faculty/staff trained in the AVID program.

Strategy's Expected Result/Impact: The team will understand and be responsible for implementing the AVID program.

Evidence: Training certificates and AVID team roster

Staff Responsible for Monitoring: District AVID Coordinator, Principal, AVID Teacher

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

December

March

June

Strategy 2

Maintain the 8th grade and 7th grade AVID classes.

Strategy's Expected Result/Impact: Students in the AVID program will maintain the standards of the honors curriculum and prepare for AP classes at the high school.

Evidence: Master schedule and report cards of AVID students

Staff Responsible for Monitoring: Principal, Assistant Principal, 7th/8th grade Counselor, AVID Teacher

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	8	Students who failed any content area of the 2025 STAAR test will participate in Accelerated Learning tutoring as outlined in HB 1416.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	8	Students who failed any content area of the 2025 STAAR test will participate in Accelerated Learning tutoring as outlined in HB 1416.



State Compensatory Education

State Compensatory

Budget for Central Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Central Middle School

Name	Position	FTE
Terri Romero	Librarian	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Heather Price	ELAR Teacher	Title I	1
Katie LeDoux	Science Teacher	Title I	1
Micah Howell	SS Teacher	Title I	1



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