

Nederland Independent School District



C. O. Wilson Middle School

Accountability Rating: B

Distinction Designation:

Academic Achievement in Social Studies, Top 25 Percent:

Comparative Academic Growth, Top 25 Percent:

Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

C.O. Wilson Middle School

Mission Statement

The mission of C.O. Wilson Middle School is to provide a safe, orderly, trusting, and caring environment in order to ensure that our students will meet and exceed a high level of academic achievement as measured by state and national standards. C.O. Wilson strives to promote the motivation necessary to help all students become independent, successful, self-sufficient, and contributing young adults in a diverse changing society.

Vision

C.O. Wilson Middle School is committed to excellence in order to provide a quality education for all students. All students will receive the respect, encouragement, and educational opportunities needed to enable them to be successful, contributing members of a changing global society.

Value Statement

Bullpups: Learning, Leading, and Achieving Together



Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Achievement	8
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Family and Community Engagement	13
School Organization	14
Technology	15
Data Documentation for CNA	16
Improvement Planning Data	17
Accountability Data	17
Student Data: Assessments	17
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	17
Employee Data	17
Parent/Community Data	18
Support Systems and Other Data	18
Goals	19
Goal 1 : Nederland ISD will seek continuous student performance improvement by focusi...	20
Goal 2 : Nederland ISD will recruit and retain dedicated, quality personnel and provide a ...	30
Goal Tables	38
Targeted Support Strategies	39
Committees	40
2025 -2026 Members	41
Members	41
Policies, Procedures, and Requirements	42



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Achievement:

There will always be student achievement needs until every student achieves 100% mastery of the TEKS and state testing.

A review of our data shows the following needs:

Special Education

Economically Disadvantaged

ELL

7th grade math: We have addressed this with staffing and planning time.

Staffing

All staff will receive training on understanding and education diverse student groups that are part of our changing demographics.

Curriculum

Improve the campus RTI process.

Family Engagement

The campus will use with fidelity the family and community surveys.

School Organization

Space is limited on campus.

Technology

Device upgrades are needed for student success: middle school is scheduled for an upgrade.

Demographics

Summary

Enrollment

683 Students as of November 7, 2025

6th Grade through 8th Grade

694 Students

46.1% Female

53.8% Male

18.0% Special Education

38.1% Educationally Disadvantaged

Attendance

2024-2026

95.12%

The first six weeks of the 2025 - 2026 school year was 96.5% and the second six weeks was 96.2%.

Ethnicity

Race		6 Grade	7 Grade	8 Grade	Total
American Indian	F	1			1
Asian	F	5	10	6	21
	M	8	4	18	30
Black	F	8	4	6	18
	M	7	3	4	14
Hispanic or Latino	F	38	34	23	95
	M	37	41	33	111
Two or More Races	F	8	6	4	18
	M	5	2	8	15
White	F	59	60	48	167
	M	67	71	66	204
Total In Grade		243	235	216	694

Special Education

C. O. Wilson Middle School Campus #123-905-042

Generated by Plan4Learning.com, February 13, 2026 at 11:44 AM

SPED	06	07	08	Total
No	194	195	180	569
Yes	49	40	36	125
	243	235	216	694

Educationally Disadvantage

Free/ Reduced	06	07	08	Total
-----	144	153	131	428
Lunch Group 1 (Free)	81	74	73	228
Lunch Group 2 (Reduced)	18	7	12	37
		1		1
Total	243	235	216	694

Strengths

Enrollment has increased by 42 students from 2023 - 2024 to 2024-2025 and as of November 7, 2025 we have an increase of 11 students. We continue to enroll students throughout the year.

Attendance has started off strong. We are working to improve this daily by offering incentives and contracts for students with attendance issues.

Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. The following needs are listed in priority order:

Special Ed students - all subjects

Economically Disadvantaged students - Science & Social Studies

ELL students - all subjects

White Students - Science

Student Achievement

Summary

2024 STAAR Results

2024 STAAR Results				
Test		% Approaches	% Meets	% Masters
6 th Reading		89	69	33
6 th Math		85	50	17
7 th Reading		85	63	35
7 th Math		56	28	5
8 th Reading		88	68	38
8 th Math		84	70	31
8 th Science		81	56	19
8 th Social Studies		69	56	21

Algebra	N/A	100	100	73
---------	-----	-----	-----	----

Strengths

100% of Algebra students performed at the Meets Level. 7th grade honors math students took the 8th grade STAAR test. All but one students at least approached.

While some of our scores did not have a growth in percentage points we have some scores to celebrate:

6th grade reading and math had a growth in the percentage of students that approached on the STAAR.

7th grade reading had a small increase in the approaching level.

8th grade maintained scores from the previous year.

Even though some of our scores are not where our goal is at this time, we are above the region and state in all content areas.

Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. A review of our data shows the following needs. These needs are listed in priority order:

Special Ed students - all subjects

Economically Disadvantaged students - Science & Social Studies

ELL students - all subjects

White Students - Science

School Culture and Climate

Summary

- Our campus demographics are steadily changing and enrollment has increased by 11 students.
- Safety and security measures are in place to keep students and faculty safe.
- All exterior doors are checked daily and a report is sent weekly to the district office.
- Campus Discipline Management Plan is fair and consistent. Capturing Kids Hearts Program continues to offer a positive behavior system.
- Counselors offer group assistance for students dealing with various issues, as well as individual counseling for students in need.
- Samaritan Counseling will be on site each week to help work with students.
- Bullying or cyber bullying is not tolerated and is dealt with appropriately.
- Visitors to the campus and substitute teachers report a warm and welcoming atmosphere on our campus.
- Capturing Kids Hearts is used for Character Education across the district.
- Teachers are building new relationships with students daily by instilling CKH in the classroom.
- Caught Being Good is offered for students to get recognition for making positive choices.
- All guest including substitute teachers are checked in the building through the front office.
- ACE (Assembly for Character and Excellence) Rallies continue.
- Continue nominating and choosing employee and student of the month based on the CKH character word of the month. Students and teachers can nominate any employee and student.
- Campus dress up days are held to correlate with the CKH Character trait of the month.

Strengths

- Attendance rates will continue to be addressed throughout the year. The first six weeks we were at 96% and the second we are at 96%.
- Variety of extracurricular clubs and organizations for students
- All teachers are highly qualified in their teaching assignment
- Visitors are always welcome on our campus but must check in the office
- Fair and consistent discipline management (CKH)
- Students report the positive relationships with teachers and peers
- Community members and parents are reporting a positive atmosphere
- Employee of the month recognized
- Student of the month recognized
- Affirmation board in lounge for all staff members
- Affirmation boards in the hallway will serve to recognize students that are caught being good.

Needs

- Training faculty and staff on understanding and educating diverse student groups that are part of our changing demographics

Staff Quality, Recruitment, and Retention

Summary

- Approximately 80 teachers and paraprofessionals on campus
- All teachers and paraprofessionals are highly qualified
- High teacher retention rate - retirement and promotions are main reasons for teachers leaving
- GT Teachers maintain appropriate training
- Teachers in all content areas are becoming ESL certified
- We have extra help personnel that are working to help ensure all students needs are met

Strengths

- 100% highly qualified faculty
- High expectations attract qualified applicants
- Teachers are trained in T-TESS
- Quality walks are continued in order to ensure student engagement
- NISD pay scale exceeds the state minimum
- Mentors for all first year teachers
- District mentor program will continue for 3 Years
- Support for new teachers each six week
- The district has implemented the Teacher Incentive Allotment.

Needs

- Teacher training in understanding and educating growing diverse student population

Curriculum, Instruction, and Assessment

Summary

- TEKS Resource curriculum in place for student instruction
- Assessment data used to plan lessons
- Checkpoint assessments used to monitor student performance
- STAAR specific activities included in curriculum
- RTI process for struggling students
- Inclusion classes available to provide least restrictive environment for Special Ed. students
- Remediation Classes are offered in math and Reading
- Tutorials offered before school and after school
- Homework Haven available each morning to help students with homework assignments
- Funds are available to hire extra help personnel for small group STAAR and RTI remediation
- PLC meetings held by content area
- Master Schedule changes to fit student needs; new classrooms as well as new schedule in place
- Changed master schedule to offer more time in content areas and offer reading intervention
- Senate Bill 1416 requirements are in place (Advanced Math Courses)
- Google Classroom being utilized throughout the campus
- Eduphoria is being utilized throughout the campus
- Online testing practice is ongoing

Strengths

- GT students are challenged daily
- Inclusion classes are offered in all content area
- ESL students are being served daily by an extra help teacher or classroom teacher
- Dyslexia students are served by a trained teacher during the school day
- Master Schedule updated to ensure student success
- Lead4ward field guides are utilized
- Eduphoria offers needed information and data
- Computer Programs to close gaps are used as support
- Google Classroom allows students to stay up to date on assignments
- HB 4545/ SB 1416 Interventions are in place
- Honors classes based on STAAR scores for 6th and 7th grade
- Offering health, data touch systems entry, *Principals of Human Services*, and *Robotics* for high school credit

Needs

- Must address district and campus systems safeguards:

District: African American - Science; Special Ed. - All Subjects

Campus: Economically Disadvantaged - Science; Special Ed. - Reading, Math, Science

- Improvement of RTI process on campus

Family and Community Engagement

Summary

- Various campus activities involving family and community
- Visitors welcome on campus
- Guest speakers used for various events and activities
- Partnerships with local businesses and organizations
- All volunteers require a background Check
- Work with colleges to promote education
- Work with PTA to enhance volunteers and programs on campus
- Guest speakers for various electives
- Stem Day
- Career Day
- Working with PTA to produce a campus garden

Strengths

- Positive relationships with families and community
- High level of parental involvement at campus activities and functions
- Guest Speakers
- Backpack Program
- NJHS raised money for the Red Cross during Red Ribbon Week
- Student Council Sock Drive
- American Cancer Society Donations
- Parents are invited to programs and celebrations
- Parents are welcome at Pep Rallies and ACE Rallies

Needs

- More use of surveys to identify family and community involvement needs

School Organization

Summary

- Class size goes up to 30 in a class
- Campus goals are developed based on district goals
- Campus plan is formulated based on goals and identified needs
- Approval of campus plan by CPOC Committee
- Emails, Facebook, and face to face meetings are used
- Campus Communication Committee (CCC) is used to relay faculty concerns to the principal
- Concerns that cannot be addressed at the campus level are brought to the PDCC
- Principal is the campus Instructional leader
- Department chairpersons are assigned for each department
- The Master Schedule was changed to allow for more congruent times among grade levels and content areas
- Master Schedule is developed based on students' instructional needs
- Work with middle school curriculum coordinators to ensure needs of student and staff are met; We have a Math/ Science and an ELAR/ History Secondary Coordinator
- School Leadership team helps with the campus plan and serves on hiring committees
- PLC meetings are taken place daily, weekly, and monthly by content areas

Strengths

- Teacher concerns relayed by CCC are heard and addressed by campus administration
- Teacher input on campus plan is available through the CPOC committee
- Campus Plan is a working document that can be adjusted as different needs are identified
- Teaming provides for common planning time among teachers
- Communication is key for the campus
- A monthly faculty meeting is scheduled for campus communication
- Faculty emails are utilized frequently
- Blackboard is used to communicate with faculty and parents

Needs

- Teaming is not in place for 7th and 8th grades so common planning time is not available
- Master Schedule can be negatively affected by space availability on campus

Technology

Summary

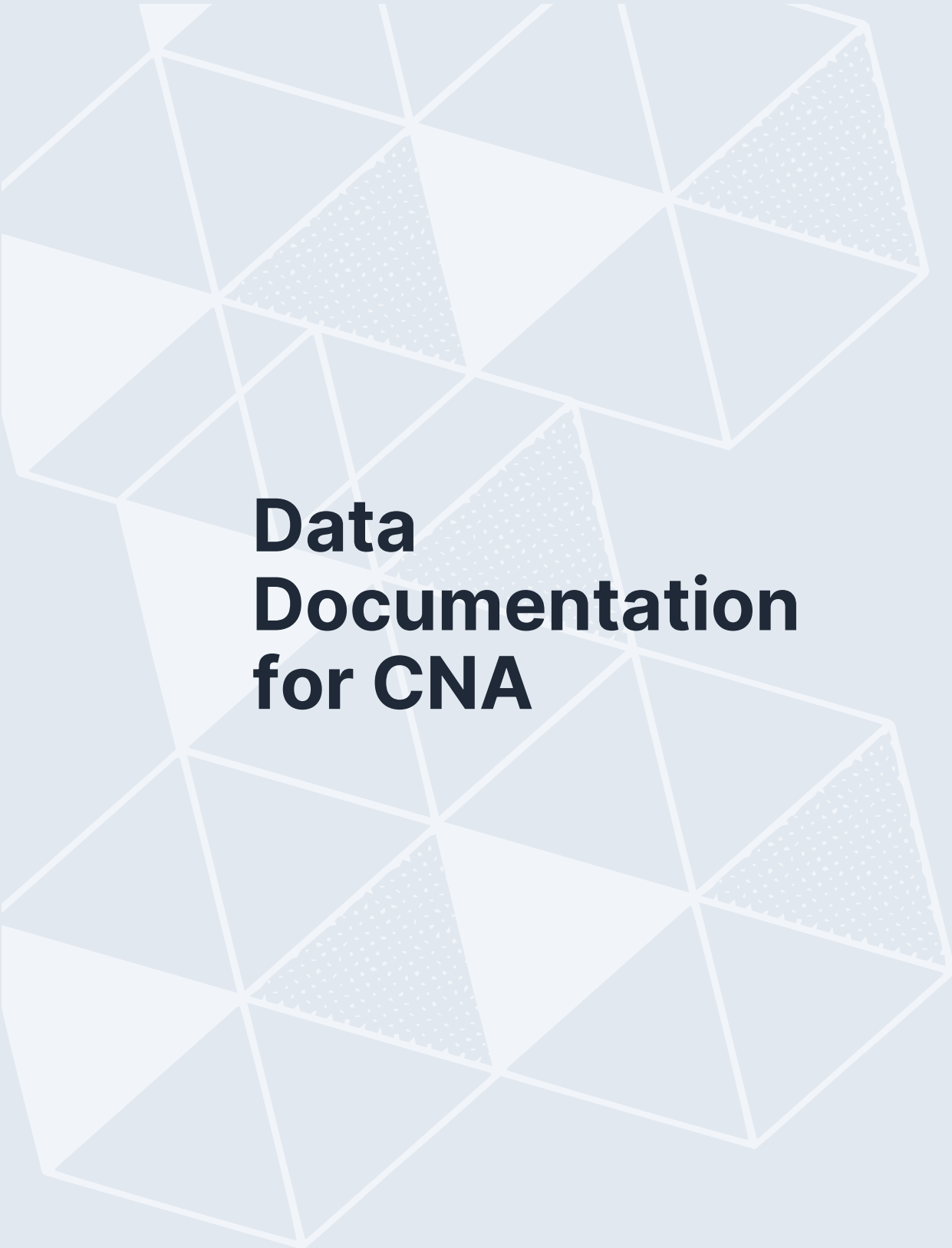
- Students have received one to one devices
- Campus-wide wireless availability
- Interactive Boards and projectors in all classrooms
- Teachers provided with various technology training
- Ongoing Eduphoria Training
- Blackboard communication system is utilized
- Google Classroom training for all teachers
- Computer programs such as Edgenuity and Progress Learning are utilized for interventions
- Online testing strategies are being taught throughout the year
- Students will have opportunity to practice test taking strategies on devices
- Google Classroom is used for campus communication and nominations

Strengths

- Ongoing training for teachers
- Increased use of technology in daily instruction
- Increased technology availability for teachers and students
- Parents have online access to grades and other student information
- Summer Professional Development
- Google Classroom utilized
- Edgenuity utilized
- Eduphoria utilize
- Computer programs such as Edgenuity and Progress Learning are utilized for interventions
- Testing being administered with technology
- All students have online access for grades

Needs

- More computer lab availability for teachers
- Increase use of BYOD in classrooms
- Increase technology training for teachers



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/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) 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
- ☒ PSAT

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data

Employee Data

- ☒ Professional learning communities (PLC) data

- ☒ Teacher/Student Ratio
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

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



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

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.

Evaluation Data Source: TAPR; CCMR

Strategy 1

Conduct Campus Quality Walks and use data to improve instruction and increase rigor of lesson.

Strategy's Expected Result/Impact: Teachers and campus administrators will use data to improve rigor of instruction.

Staff Responsible for Monitoring: Campus Administrators and Teachers.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 2

Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Research careers in various content areas including the college and career class elective. 8th grade will participate in a CTE tour at NHS and attend the Rotary club sponsored Career Day. All students will participate in a STEM Day.

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

Staff Responsible for Monitoring: Principal, Teachers, Counselors, and CTE Director

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

 Accomplished

December

March

June

Strategy 3 Targeted Support Strategy

Teachers will plan together with content area teachers and peers from other schools.

Strategy's Expected Result/Impact: Teachers will align curriculum across the campus and district.

Staff Responsible for Monitoring: Principals, Curriculum Coordinators, & Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

 Accomplished

 Accomplished

December

March

June

Strategy 4 Targeted Support Strategy

Students in all grades not approaching on the STAAR test will receive acceleration in math and or reading.

Strategy's Expected Result/Impact: Students will increase their scores by 1%.

Staff Responsible for Monitoring: Principal, Counselors, and Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

District and Campus committees will analyze out of class placement (OCS, DAEP, Suspension) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students.

Strategy's Expected Result/Impact: Decrease in over representation of any subpopulation

Staff Responsible for Monitoring: Principals and Assistant Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

March

June

Performance Objective 2

C.O. Wilson will increase opportunities for students to achieve college and career readiness by ensuring 6-8 grade students show a minimum of one year's growth in reading and math in order to grow students on a path of earning Industry-Based Certification and or dual credit upon graduation.

Evaluation Data Source: STAAR, CCMR Plan and Data, TAPR

Strategy 1

Develop multiple delivery methods to provide CTE information to students in parents including Facebook, marquee, website, Blackboard messages and Google Classroom.

Strategy's Expected Result/Impact: 7th and 8th grade students informed about CTE courses, certifications, in planning for high school and post high school.

Staff Responsible for Monitoring: Principal, Counselors, and CTE Director

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

Formative Reviews



Accomplished

December

March

June



Accomplished

Strategy 2

Continue offering Career and College Readiness Course as well as continue administering interest inventories to 8th grade students to assist in high school course selection.

Strategy's Expected Result/Impact: 7th and 8th grade students informed about CTE courses, certifications, in planning for high school and post high school.

Staff Responsible for Monitoring: Principal, Counselors, and CTE Director

TEA Priorities: Connect high school to career and college

Formative Reviews



Accomplished

December

March

June



Accomplished

Strategy 3

Provide access to the community by inviting community groups to campus and continue to have students attend a career fair.

Strategy's Expected Result/Impact: Visitation Logs and participation in the career fair.

Staff Responsible for Monitoring: Principal, Counselors, and Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

December

March

June



Accomplished

Strategy 4

Increase enrollment and rigor in advanced coursework in middle school to prepare students for AP and dual credit courses in high school.

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

Staff Responsible for Monitoring: Principal, Counselors, and Teachers

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

Formative Reviews



Accomplished

December

March

June



Accomplished

Strategy 5

Utilize Pathway, Progress Learning, and other resources for reading and math for 6th -8th grade students for learning recovery and interventions including students requiring RTI.

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

Staff Responsible for Monitoring: Principal, Counselors, and Teachers

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 6

Use effective research-based instructional strategies for Math and Science staff to provide coaching and training to teachers

Strategy's Expected Result/Impact: Student growth on checkpoints, benchmarks, and state assessment

Staff Responsible for Monitoring: Principal, Counselor, and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

Implement with fidelity TEKS Resource System curriculum as well as other research based resources to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System

Strategy's Expected Result/Impact: Increased Student Growth

Staff Responsible for Monitoring: Principal and Teachers

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

District staff will participate in research based staff development activities designed to improve student achievement vertically and horizontally.

Strategy's Expected Result/Impact: Student Achievement Results, Agendas, Sign-in sheets

Staff Responsible for Monitoring: Curriculum Department and Principals

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Increase overall student progress by focus on data driven instruction (AWARE) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools through differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC).

Strategy's Expected Result/Impact: Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 10

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

Strategy's Expected Result/Impact: Review pre and post assessment data, Increase Student Growth

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Director of Technology, Technology Specialist, Administrators, Teachers

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

December

March

June

Strategy 11

The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, Lexia, TEKS Resource System, Progress Learning, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. The district has adopted the NWEA Map for progress monitoring.

Strategy's Expected Result/Impact: Increase Student Growth

Staff Responsible for Monitoring: Administrators and Teachers

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 12

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

Strategy's Expected Result/Impact: Increase in Student Growth

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

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 13

Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions.

Strategy's Expected Result/Impact: Increase achievement growth for students with special needs

Staff Responsible for Monitoring: Principal, Teachers, and Director of Special Programs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 14

Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA) for our campus and district.

Strategy's Expected Result/Impact: Develop and implement a plan to increase student growth

Staff Responsible for Monitoring: Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

March

June

Strategy 15

The district will offer courses at the middle school for high school credit. Students can earn credit for health, data touch systems entry, principles of human services, and robotics. Algebra is offered as an advanced math course in 8th grade.

Strategy's Expected Result/Impact: Students able to move to a course of study and allow them options in high school.

Staff Responsible for Monitoring: CTE director, Principal, and Teacher

TEA Priorities: Connect high school to career and college

Formative Reviews



Accomplished



Accomplished

December

March

June

Performance Objective 3

Nederland ISD will provide Accelerated Instruction for students who did not meet at least "Approaches" on the STAAR Assessment in the Spring of 2025 guidelines as revised by SB1416.

Evaluation Data Source: Tutoring Logs
Progress Monitoring
Completed Accelerated Instruction Plan
2023 STAAR Scores

Strategy 1

Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters.

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

Staff Responsible for Monitoring: Principal and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

December

March

June



Accomplished

Strategy 2

Monitor student progress in the Accelerated Instruction setting.

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

Staff Responsible for Monitoring: Principal and Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Analyze STAAR, Benchmark, and NWEA Map Data to build on student's foundation and increase rigor.

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

Staff Responsible for Monitoring: Principals, Curriculum Coordinators and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



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

C.O. Wilson Middle School will implement recruitment, development, and retention strategies to maintain the best, highly-qualified staff as well as build staff unity.

Evaluation Data Source: Increase staff retention.

Strategy 1

Continue implementing District and Campus Professional Learning Communities (PLC).

Strategy's Expected Result/Impact: PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture.

Staff Responsible for Monitoring: Campus and District Leadership

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

Continue Employee of the month recognition.

Strategy's Expected Result/Impact: Build positive peer relationships, use the Capturing Kids Hearts character lessons, and build unity with the staff

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 3

Review all positions as they become vacant to determine needs

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

District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently.

Staff Responsible for Monitoring: Principal and Assistant Superintendent, and Superintendent

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 4

Provide Mentors for all new teachers. The districts supports a three year mentor program.

Strategy's Expected Result/Impact: Increase retention rate of new teachers.

Staff Responsible for Monitoring: Principal and Teachers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 5

Campus Communication Committee and Professional District Communication Committee will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.

Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need.

Agendas, Minutes, and Sign-in Sheets

Staff Responsible for Monitoring: Principals and Superintendent

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 6

Recognize faculty and staff for outstanding performance and contributions as observed throughout the year via email, social media and or at monthly faculty meetings.

Strategy's Expected Result/Impact: Improve staff morale and efficiency through recognition of efforts.

Campus Staff Recognition Plan; Meeting Agendas

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 7

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

Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students.

Campus Professional Development agendas; Sign-in sheets; facilitator lists; T-TESS results

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

Provide professional development opportunities to support district goals and professional growth for district personnel by providing Professional Learning Opportunities to "Grow" leaders, teachers and administrators.

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

Staff Responsible for Monitoring: Campus and District Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 2

Develop three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

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

Strategy 1

Participate in the development of a professional development plan to meet our staff needs. The plan will include required professional development for new employees, district initiatives, and specialized training for each department.

Strategy's Expected Result/Impact: The provision of professional learning structures communicated and delivered in a way that:

- reflects district vision and Board Policy;
- aligns individual, campus, and district goals to promote student success;
- is supported fiscally and philosophically by central administration;
- promotes multiple forms of ongoing, differentiated professional learning;
- integrates and implements research-based practices; and
- recognizes needs of adult learners for choices and differentiation

Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system.

Staff Responsible for Monitoring: Principal and District Administration

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 3

Implement additional safety measures to ensure student and staff safety.

Evaluation Data Source: None

Strategy 1

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

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

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

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

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 2

As a best practice, classroom doors will be locked during classroom instruction.

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

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

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

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

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Schedule and perform safety audits to identify areas for improvement.

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

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

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

December

March

June

Performance Objective 4

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

Strategy 1

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

Strategy's Expected Result/Impact: Impact positive school culture

Decrease discipline referrals

Improve attendance

Address social and emotional needs of students

Staff Responsible for Monitoring: Principals and District Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished



Accomplished

December

March

June

Strategy 2

Monitor successful implementation of the Capturing Kids Hearts (CKH) model.

Strategy's Expected Result/Impact: Development of social contracts

Decrease in discipline referrals

Increase attendance

Address social and emotional needs of students

Staff Responsible for Monitoring: Campus Administrators, Counselors and Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Provide support for teachers implementing CKH by scheduling professional learning, "Winning Culture".

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

Decrease discipline referrals

Increase attendance

Address social and emotional needs of students

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

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

 Accomplished

December

March

June

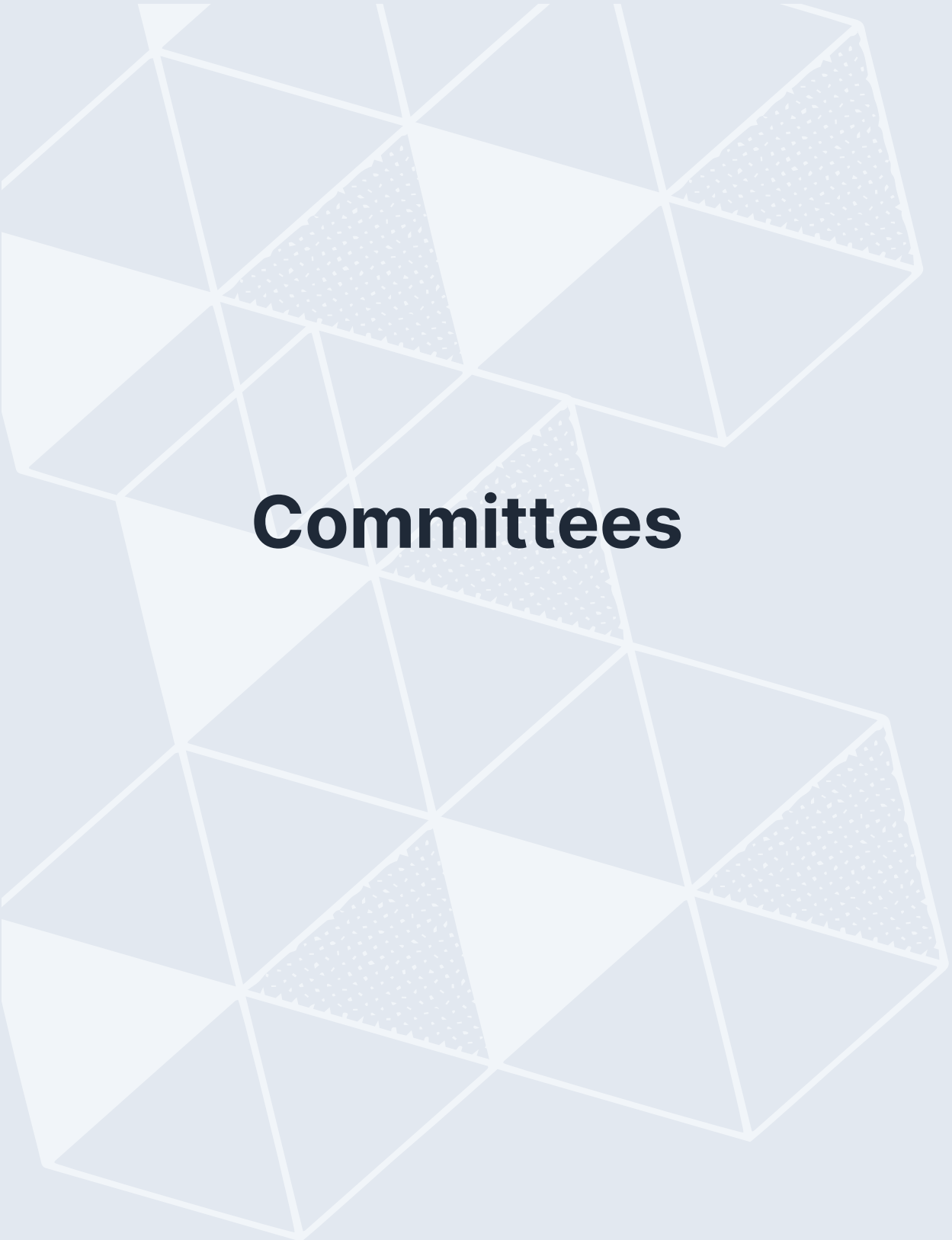
 Accomplished



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	Teachers will plan together with content area teachers and peers from other schools.
1	1	4	Students in all grades not approaching on the STAAR test will receive acceleration in math and or reading.



Committees

Committees

2025 -2026 Members

Members

First Name	Last Name	Position	Committee Role
Andrea	Eymard	Parent	Parent
Brandy	Roccaforte	Business Owner	Business Representative
Brandie	Broussard	ELAR Teacher	Classroom Teacher
Tiffany	Spivey	CTE Teacher	Classroom Teacher
Darrell	Evans	Secondary Curriculum Coordinator	Non Teaching Professional
Earl	Richard	Community Member	Community Member
Chad	Aycock	Parent	Parent
Cindy	Jones	ELAR Teacher	Classroom Teacher
Shanna	Sonnier	Math Teacher	Classroom Teacher
Allison	Britten	Math Teacher	Classroom Teacher
Robbi	Hussey	Science Teacher	Classroom Teacher
Ronda	Devenzio	Counselor	Non-classroom Professional
Scott	Nutt	Business Manager	Business Representative
Andy	Arnold	Assistant Chief Police	Community Representative
Tina	Oliver	Principal	Administrator



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