Nederland Independent School District

Helena Park Elementary

Accountability Rating: B

Distinction Designation:
Postsecondary Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
November 17, 2025

Public Presentation Date:
November 12, 2025

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

Mission Statement

The mission of Helena Park is to have the school community working together as a team to create a safe but academically challenging learning environment that will provide each child the opportunity to become the best that he or she can be in life.

Vision

Helena Park Elementary will meet the needs of all students while setting high expectations by providing a safe and equitable school environment. Helena Park will build character and discipline through meeting the diverse needs of all students while offering opportunities in the classroom as well as through extracurricular activities. We have a positive, cooperative, caring and highly qualified professional staff that is led by a common mission and vision in an ever changing global society.

Value Statement

Be The Best That You Can Be!

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Comprehensive Needs Assessment

Demographics

Summary

728 as of October 31, 2025

Grades PK-5

53% Male

47% Female

19% Special Education

13.9%

38% Economically Disadvantaged

448 receiving regular lunch, 235 qualify for free lunch, 45 qualify for reduced lunch

Ethnicity

Race		EE	PK	KG	01	02	03	04	05	Total (Grade)
American Indian	F	-	-	-	-	-	-	-	-	0
	M	-	-	-	1	-	-	-	1	2
Asian	F	-	3	4	7	6	6	9	4	39
	M	4	1	6	7	9	4	6	7	44
Black	F	1	-	1	1	3	1	1	3	11
	M	-	1	4	2	1	2	4	4	18
Hispanic/Latino	F	-	9	16	16	19	15	15	21	111
	M	3	7	8	14	11	9	18	14	84
White	F	1	8	22	24	22	34	28	25	164
	M	11	7	28	25	29	41	34	42	217
2 or more races	F	-	-	3	4	3	2	2	1	15
	M	1	1	4	1	6	2	2	2	19
Hawaiian/Pacific Islander	F	-	-	-	-	-	-	1	-	1
	M	-	-	-	2	-	-	-	1	3
Total (Ethnic Name)		21	37	96	104	109	116	120	125	728

Hispanic-Latino By Grade (N-Not Hispanic, Y-Hispanic)

Hispanic-Latino	EE	PK	KG	01	02	03	04	05	Total (Grade)
N	18	21	72	74	79	92	87	90	533
Y	3	16	24	30	30	24	33	35	195
Total (Hispanic-Latino Ethnicity)	21	37	96	104	109	116	120	125	728

American Indian	**0.002%**
Asian	**11.4%**
Black	**3.9%**
Hispanic	**26.8%**
Haw./Pac. Islander	**0.5%**
Two or >Races	**4.7%**
White	**52.3%**

Data gathered from the Texas Education Agency's Race/Ethnicity Questionnaire

Student Achievement

Summary

Test	*% Did not Meet*	*% Approaches*	*% Meets*	*% Masters*
3rd Grade Reading	8%	91%	75%	40%
3rd Grade Math	15%	85%	67%	23%
4th Grade Reading	5%	95%	81%	46%
4th Grade Math	7%	93%	85%	53%
5th Grade Reading	17%	83%	70%	33%
5th Grade Math	12%	88%	58%	28%
5th Grade Science	30%	70%	35%	15%

School Culture and Climate

Summary

Helena Park Elementary has the motto of *Be the Best That You Can Be!* The students model this through their actions and it is reinforced by hearing it daily on the morning announcements and teachers using it campus-wide. The students and teachers strive to create a learning environment that is safe and fun. New students are welcomed by their teachers and partnered with a buddy to learn the school and our expectations. We foster a feeling of safety for students and parents through communication, safety drills, effective drop-off and pick-up procedures as well as the visibility and actions of our faculty and staff.

Strengths

The Helena Park staff are motivated to see student success and work collaboratively with their teams. Helena Park utilizes the Capturing Kids' Hearts philosophy to support the social and emotional learning of our students. We are currently a Capturing Kids' Hearts National Showcase Campus. Our 5th grade K-Kids group organizes monthly school and community service projects. The Helena Singers group also performs for several different community events. They communicate and encourage feedback from the campus level leadership. Staff in leadership positions are visible to students and staff and make every effort to build relationships with all students. Helena is proud of the consistent discipline observed from students and teachers take proactive measures to maintain behavior expectations. Helena uses various types of discipline consequences with a focus on being proactive rather than reactive and push for frequent positive recognitions to support and reinforce expected behaviors. The amount of parental involvement, volunteers, and support from the PTA assist with the positive experiences provided for our students and teachers.

Staff Quality, Recruitment, and Retention

Summary

- 100% Highly Qualified Teachers
- 100% Highly Qualified Paraprofessionals
- GT Teachers maintain appropriate training and annual updates (25 staff members are GT certified)
- Special Education teachers are appropriately certified (7 Special Education Teachers)
- ESL teacher is appropriately certified (22 additional staff members have their ESL certification)
- 32 Teachers and 2 Campus Administrators completed the Reading Academy

Strengths

- Teachers are trained and receive annual refresher on TTESS
- Administration uses Instructional Walks to ensure student engagement as well as alignment and rigor of instruction
- Teachers are offered Professional Development to assist in meeting their goals
- NISD pay scale exceeds the state minimum
- NISD continues to have a large number of job applicants for vacancies
- Helena teachers work with Lamar University, LSC-PA, Region 5, and alternative certification program students into our classrooms to learn best practices
- Teachers are encouraged to pursue a Masters Degree
- All new teachers are assigned a mentor teacher and participate in the New Teacher Induction program
- Teachers are encouraged to earn their GT and ESL certifications
- Paraprofessionals are encouraged to complete their degrees as well as extra help staff to earn their paraprofessional certificate

Curriculum, Instruction, and Assessment

Summary

- District uses the updated TEKS Resource System and meet annually to plan the district Scope and Sequence, Year-at-a-Glance documents, and update district benchmark assessments
- HMH is utilized for ELAR instruction
- Really Great Reading is used for supplementing core Phonics instruction at grades K-2 and for intervention in grades 3-4
- mCLASS is being used at the K level for literacy assessments and 1st/2nd if needed
- NWEA MAP Growth testing is used at beginning, middle, and end of year for grades K-5 in reading/math and 2-5 for science
- Frog Street Press is used at the PK/EE level
- CLI is used for PK assessment
- Supplemental materials and resources are utilized for support
- The master schedule allows common planning time for teachers and fits the needs of students (RISE UP)
- Emphasis on Technology with 1-1 devices, Google Classroom, TeacherMade
- Utilize District Checkpoint Assessments and NWEA MAP for benchmark data

Strengths

- Gifted and Talented students are pulled during RISE UP time to complete enrichment activities and PBL projects
- Special Education students are serviced daily
- Inclusion is used to support Special Education students in the general education classroom daily
- ESL students are served daily with push-in, small group, and a computer-based program, Summit K12
- Dyslexia students are served by a certified and trained teacher 120 minutes weekly and the use of the Reading by Design program and supported with the Lexia program
- Third, fourth, and fifth grade students change classes and work in a departmentalized team setting
- Eduphoria offers information and data for a range of areas
- NWEA MAP data

Family and Community Engagement

Summary

Helena PTA continues to be an involved part of our campus for the 2025-2026 school year. We have strong participation and involvement campus wide. Our PTA arranges guest speakers and programs to support our teachers and students both emotionally and academically. They host events annually that involve not only our campus but our community as well. Our PTA continues to be an extension of the school and provides support to our campus in many ways to enrich the learning and school experience for our students and teachers.

Volunteers

- All volunteers obtain a background check prior to working on campus

Parents and Community Involvement are greatly supported at Helena Park

- Book Fair Volunteers
- Spirit Store (football season)
- Face Painting
- Holiday Photos
- Tip Top Christmas Shop Volunteers
- Homeroom Helpers
- Guest speakers
- Local Law Enforcement and Fire Department presence, demonstrations, and interactions with students
- Julie Rogers Gift of Life- Pink Out Day
- United Way Coin Drive
- Backpack food program
- Lion's Club (glasses)
- Rotary Club (books)
- Spirit Sales
- Photo Opportunities
- Field Trip Chaperones
- Sponsor school-wide programs
- PTA facebook pages for communication
- All school events- Meet the Teacher, Open House, Grandparents' Day, Kindergarten Roundup, Fun Day

Strengths

Helena Park is active in the community and have many volunteers that give of their time and talents to our school community. Anytime someone reaches out for a way to help with the school in person or financially, we make every effort to involve them in our school community. Our teachers and students are active participants in seeking out opportunities of how we can help our local community.

School Organization

Summary

Ratio

- Average 22 to 1
- As October 31, 2025 one 2nd grade class exceeds the 22:1 ratio; most grades have limited space available for additional enrollees or we are full.

Structure

- PK through second grades are traditional self-contained classrooms
- Third and fourth grade teachers are in teams of 2 with ELAR/Social Studies and Math/Science split between the team of teachers
- Fifth grade teachers are in teams of 3 with an ELAR, a Math, and a Science/Social Studies teacher within the two teams
- ESL uses a combination of push in, small group pull out, and tutorials with a computer based program
- GT students receive services through pullout groups with a GT certified teacher
- Special education students have access to our Learning Lab as well as teacher assistance through inclusion
- 2 Resource classrooms service 2nd-5th grade students (ELAR and Math)
- Dyslexia students are served in a pull out setting 4 times 30 minutes each session weekly
- Inclusion is conducted as a push in with student support in the general education classroom provided by a special education teacher
- Students attend Physical Education daily
- Students attend music two times weekly
- Students attend computer skills two times weekly
- Students attend library one to two times weekly at their scheduled time and can attend open checkout daily
- Life Skills class serves their students daily with most students attending general education classes with support as well as PE and other rotations including Music, Computer, or Library as developmentally appropriate
-
- **Communication**
- The leadership communicates through emails, GroupMe messages, and face-to-face meetings
- Social Media including Facebook and Blackboard call outs/emails are used for communication
- CCC committee serves as a tool for faculty communication questions
- Digital marquee is used for communicating multiple current messages

Strengths

The process of making decisions for the success of our students is a cooperative effort among the faculty and leadership team.

Technology

Summary

Campus Technology Summary

- All teachers have Boxlight systems in the classroom
- Each classroom has 1:1 sets of iPads or Winbooks for each student (K-2 iPads/ 3-5 Winbooks)
- Skills lab with 24 computers
- Variety of computer or web-based programs used for instruction
- Eduphoria training and support with components for Aware, Strive
- Access to computers in library for Renaissance Accelerated Reader

Parent and Guardians

- Access to grades and attendance online w/ eSchool Home Access Center
- District website, Campus website, Teacher web pages
- Home access to reading and math programs and textbooks
- Facebook
- Blackboard messaging through emails, texts, and calls
- Digital marquee
- Individual class messaging through Class Dojo schoolwide

Strengths

- Computers updated/replaced annually as needed
- New teachers trained in district technology
- Use of Boxlight lessons that are interactive
- New computers in locations as recommended by NISD technology department
- Out of date computers removed from classrooms
- 1:1 devices for every student
- New teacher devices provided when they received the classroom sets of iPads/Winbooks

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] State and federally required assessment information
- [x] STAAR current and longitudinal results, including all versions
- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- [x] Student failure and/or retention rates
- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Foster Care data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Mobility/stability rate, including longitudinal data
- [x] Discipline records

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1

Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 71% to 75% by June 2030. (HB-3)

Performance Objective 1 ☑ HB3 Goal

By June, 2030, Helena Park will meet performance objective targets as outlined in the Campus Improvement Plan. STAAR results on the June 2028 Reading Assessment will be at a minimum of 75% meeting grade level in all student population groups.

Evaluation Data Source: STAAR Data Results and Accountability Results

Strategy 1 ☑ Results Driven Accountability

Implement with fidelity Texas Curriculum Management Program Cooperative to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.

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

Staff Responsible for Monitoring: Campus Administrators, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction, allowing the campus to increase student performance with differentiated instruction. Teachers will be included in the development of instruction and assessments (PLC)

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

Staff Responsible for Monitoring: Campus Administrators, Teachers

Formative Reviews

December	March	June
Moderate Progress		

Strategy 3 ☑ Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Administrators, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 4 ☑ Results Driven Accountability

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

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

Staff Responsible for Monitoring: Campus Administrators, ESL teacher, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 5 ☑ Results Driven Accountability

Ensure master schedule reflects built-in intervention time during the school day. (RISE UP= reteaching, intervention, support, and enrichment)

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

Staff Responsible for Monitoring: Campus Administrators, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 6 ☑ Results Driven Accountability

Monitor and evaluate campus Dyslexia Program, ensure assessment timelines, student identification process is followed, and teachers are utilizing best dyslexia instructional practices.

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

Staff Responsible for Monitoring: Campus Admin., Dyslexia Teacher, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 7

Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program.

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Moderate Progress		

Strategy 8

Continue training any PreK - 3rd grade teachers, Elementary Special Education teachers, ESL teacher, Elementary Dyslexia teacher, and 4th-5th Grade ELAR teachers in the Reading Academy coursework that have not completed it.

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

Staff Responsible for Monitoring: Campus Admin., Identified teachers needing training

Formative Reviews

December	March	June
Considerable Progress		

Strategy 9

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

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Considerable Progress		

Strategy 10

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

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Considerable Progress		

Strategy 11

Ensure extra help staff who provide small group tutorials and teacher who provides before school tutorials works with our RtI and HB1416 students in a small group setting to build reading skills and close learning gaps.

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

Staff Responsible for Monitoring: Campus Admin., Teacher, Extra help tutor

Formative Reviews

December	March	June
Moderate Progress		

Strategy 12

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

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

Staff Responsible for Monitoring: Campus Admin, Dyslexia Teacher, Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 13

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 14

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Some Progress

December	March	June

Goal 2

Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 64% to 68% by June 2030. (HB-3)

Performance Objective 1 ☑ HB3 Goal

By June 2030, Helena Park will meet performance objective targets as outlined in the Campus Improvement Plan. Campus Administration will support this attainment with the strategies outlined in the Campus Improvement Plan. STAAR results on June 2028 Math Assessment will be at a minimum of 68% meeting grade level in all student population groups.

Evaluation Data Source: STAAR Data and Accountability Results

Strategy 1

Implement with fidelity Texas Curriculum Management Program Cooperative to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby increasing student performance with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC)

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Moderate Progress		

Strategy 3

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 4

Ensure master schedule reflects built-in intervention time during the school day. (RISE UP)

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 5 ☑ Results Driven Accountability

Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program.

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Some Progress		

Strategy 6

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

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

Staff Responsible for Monitoring: Campus Admin., Identified Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 7

Ensure extra help tutors works with our RtI and HB1416 students in a small group setting to build math skills and close learning gaps.

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

Staff Responsible for Monitoring: Campus Admin., Extra help person(s)

Formative Reviews

Moderate Progress

December	March	June

Strategy 8

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Moderate Progress

December	March	June

Goal 3

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

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

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

Evaluation Data Source: TAPR
CCMR Plan

Strategy 1

Increase information for College and Career Opportunities at each level: Wear college shirt on report card days, community helpers for PK, Kindergarten, and ALS students, exposure to careers with opportunities through Nederland Police Department, Nederland Fire Department, Dental Dock, KFDM meteorologist, and others opportunities that come available.

Strategy's Expected Result/Impact: Lesson Plans, Student Participation, Grade level activities, Guest speakers, Presentations

Staff Responsible for Monitoring: Campus Admin., Teachers, Counselor

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

Provide accelerated learning for at-risk students to prevent future failing averages or subject final grades.

Strategy's Expected Result/Impact: Reduction in failures

Staff Responsible for Monitoring: Campus Admin., Counselor, Teachers

Formative Reviews

December	March	June
Moderate Progress		

Strategy 3

Provide Access to the community and provide Gifted and Talented PBL projects, Career Research, CTE field trips, Guest speakers for professions

Strategy's Expected Result/Impact: Student interest gained in future careers, increased events, guest speakers

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Considerable Progress		

Performance Objective 2 ✅ High Priority ✅ HB3 Goal

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

Evaluation Data Source: STAAR Data Results and Accountability Results

Strategy 1

Utilize Progress Learning and Waggle for reading and math for Kindergarten-5th grade students for learning recovery and interventions.

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

Staff Responsible for Monitoring: Campus Admin., Counselors, Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

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

Strategy's Expected Result/Impact: Student growth: increased student performance on universal screenings, instructional walk data

Staff Responsible for Monitoring: Campus Admin., Counselors, Teachers

Formative Reviews

Considerable Progress

December	March	June

Strategy 3

Use effective research-based instructional strategies for Math and Science, provide training for teachers.

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 4

Implement with fidelity Texas Curriculum Management Program Cooperative to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System

Strategy's Expected Result/Impact: Increased student growth

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 5

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Moderate Progress		

Strategy 6

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

Strategy's Expected Result/Impact: Data Analysis by teachers and Admin., functioning PLCs, intentional planning from the data, increased student growth

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Some Progress		

Strategy 7

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

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

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

December	March	June
Some Progress		

Strategy 8

Helena Park will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, NWEA MAP Growth, Lexia, Texas Curriculum Management Program Cooperative, Progress Learning, as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Campus Admin., Teachers

Formative Reviews

Considerable Progress

December	March	June

Strategy 9

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

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

Staff Responsible for Monitoring: Campus Admin., ESL teacher, Teachers

Formative Reviews

Moderate Progress

December	March	June

Strategy 10

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: Campus Admin., Teachers, Special Education Campus Team

Formative Reviews

Moderate Progress

December	March	June

Strategy 11

Follow the plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA).

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

Staff Responsible for Monitoring: Campus Admin.,

Formative Reviews

Some Progress

December	March	June

Performance Objective 3 ✅ High Priority

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

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

Strategy 1

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: Campus Admin., Teachers, Extra help tutors

Formative Reviews

Moderate Progress

December	March	June

Strategy 2

Monitor student progress in the Accelerated Instruction setting.

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

Staff Responsible for Monitoring: Campus Admin., Teachers, Before school teacher for tutoring

Formative Reviews

Moderate Progress

December	March	June

Strategy 3

Analyze STAAR and Benchmark Data to determine effectiveness of the performance objective 3.

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Moderate Progress		

Goal 4

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

Performance Objective 1 ☑ High Priority

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

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

Strategy 1

Implement Teacher Incentive Allotment (TIA) Program for the following area at the elementary level during 2025-2026, STAAR 4-5 Reading and Math, Special Education (Resource, Inclusion, Learning Lab- if eligible).

Strategy's Expected Result/Impact: Retain and attract high performing teachers
Add teacher performance pay
Improve student growth

Staff Responsible for Monitoring: Principal, Support from Asst. Supt. for Curriculum and Instruction, Curriculum Coordinators

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

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 Admin.

Formative Reviews

December	March	June
Some Progress		

Strategy 3

Continue staff recognitions throughout the year including but not limited to birthdays, celebrations, accomplishments, Teacher of the Year, CKH Teacher and Staff Member of the Six Weeks, Reaud Nominations, Nederland Chamber of Commerce nominations, , Teacher Appreciation, Notes of Affirmation, PAWS for Appreciation.

Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally.

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Considerable Progress		

Strategy 4

Continue our campus mentor program for teachers in their first year at our campus and have teachers who are in their 1st 3 years of teaching to participate in the New Teacher Induction (NTI) program led by our curriculum coordinators.

Strategy's Expected Result/Impact: Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff

Staff Responsible for Monitoring: Campus Admin., Curriculum Coordinators, Campus Mentor Teachers

Formative Reviews

December	March	June
Considerable Progress		

Strategy 5

Utilize our Campus Communication Committee and PDCC as a means of addressing staff concerns and seeking resolutions.

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

Staff Responsible for Monitoring: Campus Admin., PDCC Representative, Campus Communication Committee Members

Formative Reviews

December	March	June
Considerable Progress		

Strategy 6

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

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 Admin., CKH Process Champions, Social Committee Members

Formative Reviews

December	March	June
Moderate Progress		

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.

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Some Progress		

Strategy 8

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

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Some Progress		

Performance Objective 2

Helena Park will support the District's 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

Campus Administrators will utilize campus data from CKH teacher surveys, district level staff surveys, instructional walks, the T-TESS process, and student achievement to determine professional needs for future professional development.

Strategy's Expected Result/Impact: Identification of campus level professional development needs and district level trends for professional development.

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Moderate Progress		

Performance Objective 3

Implement additional safety measures to ensure student and staff safety.

Strategy 1

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

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

Staff Responsible for Monitoring: Campus Admin., School Resource Officer (SRO)

Formative Reviews

December	March	June
Considerable Progress		

Strategy 2

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

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

Staff Responsible for Monitoring: Campus SRO, Campus Admin., All campus staff

Formative Reviews

December	March	June
Moderate Progress		

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. All documentation will be recorded in the Sentinel online program.

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

Staff Responsible for Monitoring: Assistant Principal, Principal

Formative Reviews

December	March	June
Considerable Progress		

Strategy 4

Schedule and perform safety audits to identify areas for improvement.

Strategy's Expected Result/Impact: Improve effectiveness of campus safety measures.

Staff Responsible for Monitoring: Campus Admin.,

Formative Reviews

Considerable Progress

December	March	June

Performance Objective 4 ☑ High Priority

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

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: Campus Admin.

Formative Reviews

Moderate Progress

December	March	June

Strategy 2

Monitor successful implementation of the CKH in classrooms.

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

Staff Responsible for Monitoring: Campus Admin., Counselor

Formative Reviews

Considerable Progress

December	March	June

Strategy 3

Provide support for teachers in implementing CKH by participating in professional learning "CKH Recharge" in October 2025 and conduct CKH traction visit in October 2025.

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

Staff Responsible for Monitoring: Campus Admin.

Formative Reviews

December	March	June
Considerable Progress		

Performance Objective 5

In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact. 1. Methods for addressing the needs of students for special programs: a. early mental health intervention and suicide prevention [FFB(LOCAL)-A] b. conflict resolution programs [TEC 11.252(3)(B)] c. drug and violence prevention and intervention [TEC 11.252(3)(B)] d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)] e. pregnancy-related services [TEA Addendum] f. homeless [FDC(LOCAL)-A] 2. Attendance [FEA(LOCAL)-A] 3. Dropout reduction 4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001] 5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including: a. prevention of and education concerning unwanted physical or verbal aggression, b. sexual harassment [FFH(LOCAL)-A] c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below) 6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831] a. Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A] b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A] c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A] d. resources and information available for students seeking help and informing students of the dangers of dating violence 7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students. 8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures. 10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education 11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. 12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above) 13. Higher-Ed Information Strategies (Middle/Junior High and High Schools) 14. Migrant Services (All Campuses)

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

1. Methods for addressing the needs of students for special programs:
   a. early mental health intervention and suicide prevention [FFB(LOCAL)-A]
   b. conflict resolution programs [TEC 11.252(3)(B)]
   c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
   d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
   e. pregnancy-related services [TEA Addendum]
   f. homeless [FDC(LOCAL)-A]
2. Attendance [FEA(LOCAL)-A]
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
   a. prevention of and education concerning unwanted physical or verbal aggression,
   b. sexual harassment [FFH(LOCAL)-A]
   c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
   a. Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A]
   b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A]
   c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A]
   d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/ student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Implement with fidelity Texas Curriculum Management Program Cooperative to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.
1	1	3	Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Progress Learning, Really Great Reading, Waggle, and Waterford.
1	1	4	Provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual.
1	1	5	Ensure master schedule reflects built-in intervention time during the school day. (RISE UP= reteaching, intervention, support, and enrichment)
1	1	6	Monitor and evaluate campus Dyslexia Program, ensure assessment timelines, student identification process is followed, and teachers are utilizing best dyslexia instructional practices.
2	1	5	Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program.

Committees

Committees

Campus Performance Objectives Council

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 12, 2025 @ 3:30 PM	Helena Park- Library	20251112_181347.pdf	--

Members

First Name	Last Name	Position	Committee Role
Michelle	Nunez	2nd Grade Teacher	Classroom Teacher
Paula	Hussey	Dyslexia Interventionist	Classroom Teacher
Kristal	Westbrook	4th Grade Math/Science Teacher	Classroom Teacher
Christy	Byerly	4th Grade ELAR/SS Teacher	Classroom Teacher
Traci	Bieber	Elementary Curriculum Coordinator	District Level Non-Teaching Professional
Denise	Hudson	5th grade ELAR Teacher	Classroom Teacher
Tania	Fairley	PTA/ Parent/ Owner Classic Forms	Business Representative
Jessica	Darder	Owner of Kreative Kamera	Business Representative
Paul	Hussey	Community Member	Community Resident
Keri	Collins	PTA/ Parent/ Substitute	Community Resident
Brittney	Vargas	Campus Nurse	Parent
Lindsey	Wright	Computer Paraprofessional	Parent
Lainey	Hanna	Assistant Principal	Campus Administrator
Charlotte	Junot	Principal	Campus 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

Addendums

IMAGINE · INNOVATE · INSPIRE

HELENA PARK

ELEMENTARY SCHOOL

Campus Performance Objectives Council

November 12, 2025

Helena Park Library

1. Review District Goals
2. Review Campus Improvement Plan
    a. Comprehensive Needs Assessment
    b. District Goals
    c. Campus Performance Objectives and Strategies
    d. Spring 2025 STAAR Data
3. Questions/Comments

NEDERLAND
INDEPENDENT SCHOOL DISTRICT
IMAGINE · INNOVATE · INSPIRE

Goals 2025/2026-2029/2030

Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 71% to 75% by June 2030. (HB-3)

Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 64% to 68% by June 2030. (HB-3)

Goal 3: 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.

Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a safe 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.

Benchmark #1 3rd Grade

Math

	Approaches	Meets	Masters
District	96%	79%	50%
Helena*	94%	81%	46%
Craigen	100%	86%	43%
Lehrmann	92%	79%	41%
Tillman	93%	83%	56%
Highland	98%	83%	53%
Hillcrest	100%	90%	67%
Langham	91%	58%	31%

Reading

	Approaches	Meets	Masters
District	73%	39%	10%
Helena	76%	50%	10%
Austin	81%	55%	17%
Bobbitt	63%	39%	7%
Hightower	83%	56%	7%
Highland	70%	30%	7%
Hillcrest	74%	41%	12%
Langham	70%	30%	6%

Benchmark #2 3rd Grade

Math

	Approaches	Meets	Masters
District	98%	92%	73%
Helena*	98%	94%	73%
Craigen	98%	95%	71%
Lehrmann	100%	95%	78%
Tillman	100%	93%	73%
Highland	99%	96%	80%
Hillcrest	97%	98%	78%
Langham	98%	86%	63%

Reading

	Approaches	Meets	Masters
District	73%	39%	10%
Helena	73%	36%	3%
Austin	79%	26%	10%
Bobbitt	68%	33%	0%
Hightower	73%	49%	0%
Highland	72%	40%	8%
Hillcrest	77%	55%	25%
Langham	70%	18%	3%

Mock #1 3rd Grade

Math

	Approaches	Meets	Masters	Accountability Score
District	62%	30%	8%	33
Helena*	61%	28%	5%	31
Craigen	59%	27%	5%	30
Lehrmann	65%	25%	8%	33
Tillman	63%	34%	2%	32
Highland	58%	23%	7%	29
Hillcrest	81%	30%	16%	38
Langham	66%	32%	2%	33

A	60+
B	53-59
C	41-52
D	35-40
F	34

Reading

	Approaches	Meets	Masters	Accountability Score
District	84%	49%	14%	49
Helena	85%	57%	12%	52
Austin	95%	74%	19%	63
Bobbitt	76%	41%	7%	41
Hightower	89%	59%	10%	53
Highland	83%	46%	15%	48
Hillcrest	83%	59%	23%	52
Langham	81%	38%	3%	41

Mock #2 3rd Grade

Math #2

	Approaches	Meets	Masters	Accountability Score
District	77%	47%	19%	48
Helena	79%	45%	17%	47
Craigen	83%	45%	19%	48
Lehrmann	77%	41%	15%	44
Tillman	80%	50%	18%	49
Highland	78%	40%	9%	42
Hillcrest	87%	60%	35%	61
Langham	62%	38%	11%	37

A	60+
B	53-59
C	41-52
D	35-40
F	34

Reading #2

	Approaches	Meets	Masters	Accountability Score
District	84%	54%	21%	53
Helena	85%	48%	8%	47
Austin	90%	48%	2%	47
Bobbitt	87%	44%	15%	49
Hightower	87%	56%	8%	50
Highland	88%	58%	26%	57
Hillcrest	84%	58%	29%	56
Langham	79%	56%	22%	52

A	60+
B	53-59
C	41-52
D	35-40
F	34

STAAR 2025 3rd Grade

Math Test

	Approaches	Meets	Masters	Accountability Score
District	85%	64%	29%	59
Helena	85%	57%	23%	58
Craigen	95%	83%	33%	70
Lehrmann	83%	58%	25%	55
Tillman	80%	63%	10%	51
Highland	82%	61%	24%	56
Hillcrest	88%	66%	42%	66
Langham	84%	57%	26%	56

Reading Test

	Approaches	Meets	Masters	Accountability Score
District	92%	71%	35%	68
Helena	91%	75%	40%	69
Austin	98%	86%	52%	79
Bobbitt	95%	62%	28%	62
Hightower	90%	85%	44%	73
Highland	95%	72%	27%	65
Hillcrest	92%	87%	32%	64
Langham	90%	70%	38%	66

Benchmark #1 4th Grade

Math

	Approaches	Meets	Masters
District	84%	70%	36%
Helena	88%	78%	40%
Dean	95%	88%	56%
Finley	81%	69%	31%
Westbrook	90%	83%	34%
Highland	78%	62%	28%
Hillcrest	86%	74%	30%
Langham	84%	60%	32%

Reading

	Approaches	Meets	Masters
District	93%	56%	30%
Helena	96%	63%	39%
Byerly	100%	81%	63%
Guidry	98%	59%	34%
Fraychineaud	90%	49%	20%
Highland	92%	62%	30%
Hillcrest	93%	53%	26%
Langham	90%	44%	19%

Benchmark #2 4th Grade

Math

	Approaches	Meets	Masters
District	86%	62%	31%
Helena	85%	64%	29%
Dean	93%	81%	40%
Finley	87%	58%	29%
Westbrook	85%	60%	20%
Highland	89%	63%	35%
Hillcrest	85%	54%	35%
Langham	84%	54%	23%

Reading

	Approaches	Meets	Masters
District	86%	42%	16%
Helena	88%	38%	16%
Byerly	91%	56%	21%
Guidry	90%	41%	20%
Fraychineaud	83%	15%	8%
Highland	90%	51%	11%
Hillcrest	86%	54%	22%
Langham	80%	27%	12%

Mock #1 4th Grade

Math

	Approaches	Meets	Masters	Accountability Score
District	62%	33%	10%	35
Helena	70%	43%	14%	42
Dean	85%	59%	24%	58
Finley	58%	35%	10%	34
Westbrook	73%	39%	10%	43
Highland	58%	30%	10%	33
Hillcrest	58%	32%	12%	34
Langham	56%	21%	1%	26

Reading

	Approaches	Meets	Masters	Accountability Score
District	85%	46%	23%	53
Helena	88%	49%	25%	54
Byerly	95%	78%	54%	76
Guidry	83%	29%	10%	41
Fraychineaud	87%	38%	10%	45
Highland	82%	54%	26%	54
Hillcrest	85%	45%	25%	52
Langham	81%	37%	14%	44

A	60+
B	53-59
C	41-52
D	35-40
F	34

Mock #2 4th Grade

Math #2

	Approaches	Meets	Masters	
District	82%	53%	26%	54
Helena	88%	60%	36%	61
Dean	93%	80%	56%	70
Finley	88%	53%	33%	58
Westbrook	93%	53%	23%	56
Highland	82%	52%	22%	52
Hillcrest	80%	52%	27%	53
Langham	76%	43%	15%	45

Reading #2

	Approaches	Meets	Masters	
District	89%	56%	26%	57
Helena	88%	60%	37%	62
Byerly	100%	85%	71%	85
Guidry	85%	48%	23%	52
Fraychineaud	90%	55%	20%	55
Highland	88%	53%	10%	50
Hillcrest	91%	58%	31%	57
Langham	97%	48%	22%	

A	60+
B	53-59
C	41-52
D	35-40
F	34

STAAR 2025 4th Grade

Math Test

	Approaches	Meets	Masters	Accountability Score
District	88%	72%	41%	67
Helena	93%	86%	63%	77
Dean	96%	93%	74%	87
Finley	97%	82%	54%	78
Westbrook	95%	88%	35%	73
Highland	92%	75%	42%	70
Hillcrest	88%	72%	42%	67
Langham	78%	51%	24%	51

Reading Test

	Approaches	Meets	Masters	Accountability Score
District	93%	75%	36%	68
Helena	95%	81%	46%	74
Byerly	100%	93%	71%	88
Guidry	95%	75%	35%	68
Fraychineaud	97%	82%	34%	71
Highland	95%	80%	35%	70
Hillcrest	91%	70%	33%	64
Langham	91%	69%	25%	62

Benchmark #1 5th Grade

Math

	Approaches	Meets	Masters
District	91%	72%	25%
Helena	88%	68%	26%
Cullia	94%	76%	34%
Halliburton	92%	67%	20%
Highland	90%	73%	24%
Hillcrest	92%	75%	32%
Langham	95%	75%	14%

Reading

	Approaches	Meets	Masters
District	97%	90%	65%
Helena	97%	84%	51%
Hussey	97%	79%	33%
Partain	97%	89%	69%
Highland	98%	98%	78%
Hillcrest	95%	92%	65%
Langham	99%	96%	74%

Science

	Approaches	Meets	Masters
District	88%	65%	39%
Helena	85%	58%	28%
Sawyer	80%	52%	23%
Wright	88%	63%	35%
Highland	97%	73%	44%
Hillcrest	90%	72%	40%
Langham	83%	61%	38%

Benchmark #2 5th Grade

Math

	Approaches	Meets	Masters
District	92%	75%	44%
Helena	94%	73%	43%
Cullia	97%	79%	48%
Halliburton	97%	74%	41%
Highland	92%	68%	34%
Hillcrest	90%	84%	54%
Langham	95%	77%	44%

Reading

	Approaches	Meets	Masters
District	96%	87%	61%
Helena	98%	87%	52%
Hussey	98%	86%	48%
Partain	97%	89%	57%
Highland	92%	87%	74%
Hillcrest	96%	89%	68%
Langham	99%	83%	53%

Science

	Approaches	Meets	Masters
District	79%	52%	29%
Helena	62%	32%	16%
Sawyer	52%	20%	11%
Wright	71%	44%	21%
Highland	90%	62%	38%
Hillcrest	88%	70%	44%
Langham	87%	55%	23%

Mock #1 5th Grade

Math

	Approaches	Meets	Masters	Accountability Score
District	84%	54%	16%	51
Helena	85%	51%	16%	51
Cullia	90%	60%	16%	55
Halliburton	87%	34%	17%	46
Highland	75%	43%	6%	41
Hillcrest	83%	63%	25%	57
Langham	90%	62%	15%	56

A	60+
B	53-59
C	41-52
D	35-40
F	34

Reading

	Approaches	Meets	Masters	Accountability Score
District	89%	70%	46%	68
Helena	91%	67%	45%	68
Hussey	86%	57%	32%	58
Partain	97%	76%	59%	77
Highland	83%	65%	41%	63
Hillcrest	91%	76%	61%	77
Langham	92%	70%	36%	66

Science

	Approaches	Meets	Masters	Accountability Score
District	93%	74%	38%	68
Helena	93%	67%	33%	65
Sawyer	89%	58%	23%	57
Wright	97%	77%	44%	73
Highland	93%	67%	33%	63
Hillcrest	95%	81%	51%	76
Langham	97%	84%	40%	74

Mock #2 5th Grade

Math #2

	Approaches	Meets	Masters		
District	89%	64%	25%	59	
Helena	86%	55%	21%	54	A
Cullia	90%	59%	26%	58	B
Halliburton	88%	55%	17%	53	C
Highland	87%	67%	18%	57	D
Hillcrest	82%	73%	35%	67	F
Langham	91%	66%	25%	61	

Reading #2

	Approaches	Meets	Masters		
District	88%	60%	43%	66	
Helena	86%	54%	33%	58	A
Hussey	86%	43%	24%	51	B
Partain	92%	60%	45%	69	C
Highland	83%	64%	44%	64	D
Hillcrest	92%	77%	57%	75	F
Langham	92%	72%	42%	69	

Science #2

	Approaches	Meets	Masters	Accountability Score
District	73%	39%	13%	42
Helena	56%	25%	6%	29
Sawyer	49%	17%	6%	24
Wright	63%	34%	6%	34
Highland	82%	32%	9%	41
Hillcrest	84%	63%	23%	57
Langham	76%	37%	18%	44

STAAR 2025 5th Grade

Math Test

	Approaches	Meets	Masters	Accountability Score
District	90%	64%	32%	62
Helena	88%	58%	28%	58
Cullia	95%	70%	32%	66
Halliburton	90%	52%	28%	57
Highland	84%	58%	28%	57
Hillcrest	93%	74%	43%	70
Langham	95%	65%	31%	64

Reading Test

	Approaches	Meets	Masters	Accountability Score
District	86%	73%	41%	67
Helena	83%	70%	33%	62
Hussey	77%	61%	24%	54
Partain	95%	84%	44%	74
Highland	80%	67%	37%	61
Hillcrest	89%	79%	50%	75
Langham	92%	75%	38%	68

Science Test

	Approaches	Meets	Masters	Accountability Score
District	79%	42%	20%	47
Helena	70%	35%	15%	40
Sawyer	62%	25%	8%	32
Wright	78%	45%	22%	49
Highland	75%	30%	7%	37
Hillcrest	89%	62%	38%	63
Langham	86%	42%	22%	50

NEDERLAND
INDEPENDENT SCHOOL DISTRICT
IMAGINE · INNOVATE · INSPIRE

Professional Development Focus
2025 - 2026

1. Math Academies - continued from the previous school year
2. Capturing Kids Hearts - CKH Recharge
3. District Literacy Plan Implementation
4. Carlin Liborio training for RLA Grades K-10
5. Mathematics Research-Based Instructional Strategies
6. Technology Integration - Boxlight Training
7. NISD Summit
8. Youth Mental Health First Aid
9. Teacher Incentive Allotment Support
10. NWEA
11. Dr. Ariel Taylor - Transformational Classrooms