

Nederland Independent School District



Hillcrest Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Academic
Achievement in Science, Top 25 Percent: Comparative
Academic Growth, Top 25 Percent: Comparative Closing
the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
November 17, 2025

Public Presentation Date:
November 12, 2025

Mission Statement

The mission of the Hillcrest Elementary School is to have every student achieve at his/her maximum potential in an engaging, inspiring, and challenging learning environment.

Vision

Hillcrest Elementary School will develop life-long learners engaged in high-quality, real-world learning. Our teachers will facilitate learning where all students' individual needs are met in order to achieve success.

Value Statement

We Are Not Just a School, We Are FAMILY!

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	11
School Processes & Programs	18
Perceptions	24
Goals	27
Goal 1 : Hillcrest Elementary will seek continuous student performance improvement by f...	28
Goal 2 : Hillcrest Elementary will seek continuous student performance by focusing on E...	33
Goal 3 : Hillcrest Elementary will seek continuous student performance improvement by f...	37
Goal 4 : Hillcrest Elementary will recruit and retain dedicated, quality personnel and provi...	41
Goal Tables	49
RDA Strategies	50
Committees	51
CPOC	52
Members	52
Policies, Procedures, and Requirements	53



Comprehensive Needs Assessment

Demographics

Summary

1) DEMOGRAPHICS - Students, Staff, School, District, Parents and Community - Who are we and how are we engaged?

STUDENTS

Enrollment - 765 students *(As of November 6, 2025)*

Hillcrest Elementary is a Title 1 campus in the Nederland Independent School District. Hillcrest Elementary is committed to high expectations for all students and provides an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well. We make every effort to ensure that our social community is engaged in the shared belief that every student matters, every staff member matters, and every parent matters. We will continue to focus on maintaining a safe and orderly environment in our school, providing intervention and enrichment experiences for our children, and engaging them in academic learning that will prepare them to enter the best middle schools, high schools, and colleges of their choice.

Attendance

Hillcrest attendance rose from 94.86% in 2023-2024 to 95.35% in 2024-2025

Ethnicity

From the 2025 PEIMS Report, Hillcrest has the following demographic breakdown:

A/A - 10.5% (No Change), Hispanic - 54.5% (+.1%), White - 19.6% (-.1%), American Indian - .3%, Asian - 11.2% (No Change), Pacific Islander - 0% , Two or More Races - 3.9% (+.1%)

Mobility/Stability

The mobility rate for Hillcrest is currently rated at 12.4%.

Special Programs

SPED - Hillcrest has 119 enrolled students with 20 referrals pending. This includes (3) EE, (3) PK, (14) KG, (17) 1st grade, (16) 2nd grade, (22) 3rd grade, (21) 4th grade students and (23) 5th grade students. (As of 11-6-25)

504--There are 22 total students. (11-6-25)

Speech-- EE- (3), PK - (3), K - (14), 1st grade - (17), 2nd grade - (14), 3rd grade - (13), 4th grade - (12), 5th grade - (10). (11-6-25)

Life Skills - 10 Students (11-6-25)

PK - There are 17 bilingual students in Castro PK, 16 bilingual students in Torres' bilingual class and 22 in Vega PK class. (11-6-25)

Rtl (Academic)-- Total: 31, Tier 2: 21, Tier 3: 10

Rtl (Behavioral)--0 Total Students

At-Risk

Hillcrest currently has 398 Students (55.7%) coded as At-Risk. Texas has thirteen at-risk indicators that a student may be considered to be labeled at risk.

Educationally Disadvantaged

Hillcrest is a Title I campus with 62.3% of its enrollment categorized as economically disadvantaged.

Emergent Bilingual/Migrant

There are currently 346 active Emergent Bilingual (EB) students at Hillcrest Elementary. This number includes 71 recent immigrants from Japan, Pakistan, Honduras, Colombia, Nicaragua, Mexico, Cuba, India, Papua New Guinea, Singapore, Taiwan, Australia, Chile, Malaysia, El Salvador, Nigeria, Venezuela, and Panama. There are 8 parent denials EB students, 15 first year monitors, 15 second year monitors, 4 third year monitors, and 1 fourth year monitor status students. There are no migrant students enrolled at Hillcrest at this time. Emergent bilingual students receive services by two full time ESL certified teachers who meet with students for an appropriate amount of time either in the students' general education classroom or in a pull out program, depending on the needs of each student. The teachers' job includes serving the students who have a classroom teacher who is not bilingual or ESL certified. In addition, they manage data for a total of 389 EB students. They conduct language testing for newcomers and students new to Texas schools. In addition, they hold LPAC trainings and meetings not only for Hillcrest students, but all Bilingual transfer students coming from the other three elementary campuses. During the spring, ESL teachers conduct/manage TELPAS for all EB students along with ITBS for first and second grade students. Through the year ESL teachers attend ARD meetings for all EB students as LPAC representatives. They work with bilingual students who are low academically, new immigrants and RTI students. ESL teachers coordinate instruction with classroom teachers' input, lesson plans, ELPS standards, TEKS and TELPAS data to meet students' needs for English acquisition in the domains of listening, speaking, reading and writing. Our campus currently has eight ESL certified teachers and eleven bilingual certified teachers.

There are 44 identified Gifted and Talented students at Hillcrest for the 2025-2026 school year. There are 6 in first grade, 9 in second grade, 8 in third grade, 8 in fourth grade and 13 in fifth grade.

SCHOOL AND STAFF

Hillcrest is one of four elementary campuses within the Nederland Independent School District and one of eight total campuses.

We have one principal, one assistant principal, 1.5 counselors, one nurse, one secretary and one paraprofessional in the front office.

We have one Certified PK teacher, 2 certified bilingual teachers and 3 paraprofessionals in Pre-Kindergarten.

We have 5 Kindergarten teachers (2 bilingual), Six 1st grade teachers (2 bilingual), Six 2nd grade teachers (2 bilingual), Six 3rd grade teachers (2 bilingual), Six 4th grade teachers (2 bilingual) and Five 5th grade teachers (1 bilingual.)

We have two PE coaches, one music teacher, one dyslexia teacher, and one Librarian.

We have one full-time speech pathologist and also contract another speech pathologist. There is one diagnostician and ARD clerk.

We have one paraprofessional in the computer lab.

We have 3 Special Education teachers that are (1 does Inclusion/Resource, 1 does Resource and 1 does Inclusion only) and 3 paraprofessionals that are resource and inclusion.

We have 1 Bilingual Paraprofessional

We have 2 extra help personnel that help with our growing bilingual population (2 in Sped)

We have 2 extra help personnel that are also for inclusion and personal care services for students.

Staff Support Structures

All teachers new to Hillcrest are assigned mentor teachers. Administration personnel support our school by attending school functions and providing resources.

Hillcrest has traditional self-contained classrooms in GR K-2 and team teaching for Reading and Math in Grades 3 -5(ELAR/Social Studies and Math/Science). The continuum of service ranges from PEP through GR 5 with resources available for identified students. Multiple teachers have added ESL certification to assist with our growing ESL population.

Teacher Certification/Qualification Data

We have two teacher teaching outside their certification (bilingual.) They are certified teachers that can speak Spanish.

Paraprofessional and Other Staff Qualifications

Paraprofessionals participate in NISD training and receive certification through Region 5.

Hillcrest Elementary teacher experience is listed below. The following data is based on the 2025 TAPR report.

Professional Staff: 63, 84.4%

Teachers: 46, 72.6%

Professional Support: 5.5, 8.6%

Campus Administrator (School Leadership): 2, 3.2%

Educational Aides: 9.9, 15.6%

Teachers by Highest Degree Held:

No Degree: 0.0%

Bachelors: 84.8%

Masters: 15.2%

Doctorate: 0%

Teachers by Years of Experience:

Beginning Teachers: 0%

1-5 Years: 15.2%

6-10 Years: 41.3%

11-20 Years: 28.3%

21-30 Years: 13%

Over 30 Years: 2.2%

Number of Students per Teacher (22-23): PK - 18.3, Kindergarten - 22.4, 1st Grade - 18, 2nd Grade - 21.3, 3rd Grade - 17.8, 4th Grade - 20.6, 5th Grade - 24.4

DISTRICT

Nederland ISD is located in Region 5. There are 8 campuses within the district and hold a district accountability rating of a B. There are a total of 5,382 students with the following breakdown:

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

Nederland ISD superintendent, Stuart Kieschnick, and Assistant Superintendents, Dr. Steven Beagle, and Bill Jardell are the lead administration for 2025-2026 school year.

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Funding

Hillcrest is a Title I campus with 62.3% of its enrollment categorized as economically disadvantaged for this 2024-25.

Title 1 funds are used for the following four teachers: Rikki Boden, Jenny Brown, Kiana Stirman, Nicole Gary.

We have \$8000 in tutoring money from Bilingual Education Allotment (Bilingual extra help)

Stacey Odom salary is 100% from State Comp Ed funding, computer aide, and is focused on technology integration with students.

Terra Louvier salary is 100% from State Comp Ed funding, and is the supplemental campus dyslexia teacher for the campus.

General Fund Special Education PIC 23 (199)

The following employees are paid from the General Special Education Fund PIC 23 (199): Lacy

Hillcrest Elementary Campus #103

Bailleaux, Lisa Judice, Janet Morris, Jennifer Redlich.

Fund 224

The following employee is paid from the Fund 224: Chrissy Jones, Lisa Johnson, Norma Gomez, Joni Concienne.

PARENTS

PTA is a huge part of Hillcrest successful reputation and students overall engagement. Parents are encouraged to join PTA to support classroom teachers and students. PTA Members assist with school needs such as but not limited to: Grade 4 End of Year Party, Book Fair, Teacher Appreciation Week, Fundraisers, PTA Reflections, Character Counts and Drug Free Red Ribbon Parade, Picture Day, AR Parties.

COMMUNITY

Hillcrest receives numerous donations from community businesses and members that help to fund activities and provide students and staff with an engaging environment. Hillcrest encourages involvement of community members, including but not limited to: The Schooner, Kevin Rico Seafood, Sunny's Donuts, Lone Star Designes, Bomac, Tip Top Nails, GT Soccer, Market Basket, Maria's Diner, El Viejo Tony's, Romero's Grill, Legendairy Gelato, Mama Kim's, Scooter's Coffee, Texas Roadhouse, Kane's, Infinity Staffing Solutions, Tic Toc Nails, Andy Martin Insurance, Polish Nail bar, Eric Morgan Retirement Group, Junior Achievement, First Baptist Church (Nederland), Rao's Bakery, Chick-Fil-A, Jessica Darder, NHS Peer Tutors, Nederland Education Foundation, American Insurance.

Strengths

1. Even with a high at risk population and the bilingual program, Hillcrest was rated the #1 Elementary School in Region V (172 schools) for the second year in ta row.
2. Hillcrest has the most diversity of any campus in the district.
3. Hillcrest hosts the bilingual program for the elementary schools.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 We have a difficult time with getting certified teachers for our Bilingual Program.	Because of the growth of our program, we are adding teachers each year.
2 Our Spanish-speaking population is growing rapidly & we are in need of a Spanish Sped Teacher as well as a Spanish Dyslexia teacher. We also are in need of an extra bilingual teacher in 5th grade as we have 29 students. Also, we have 2 bilingual teacher that is uncertified. We need to increase the stipend for our Bilingual teachers in order to continue to recruit and maintain top teachers.	With an influx of Spanish speakers coming to Nederland ISD (Hillcrest is the bilingual school), students are coming with special needs situations.
3 With the influx of bilingual students at Hillcrest and having 14 bilingual teachers, we are in need of a Bilingual Instructional Specialist.	We have a growing Spanish-Speaking population.

★ = Priority

Student Learning

Summary

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing?

All student achievement data has been entered into Eduphoria for ease of retrieval. As needed, it is disaggregated and utilized in planning for the individual educational needs of our students.

GRADING POLICY

Nederland ISD's Grading Policy was adopted in 2018 and updated May 2025. It can be located in the addendums as well as online on the district's webpage.

Hillcrest will follow the district's grading policies for students. Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well established grading standards, procedures, and policies. Evaluation should be planned to include a proper balance of formal and informal measures.

Grading for all courses will follow the Nederland ISD grading policy. The district combined ELA and Reading courses in elementary to a single grade for students.

FORMATIVE ASSESSMENTS

Formative assessments will be derived from a pool of daily work, homework, classroom discussions and observations, group work or projects, quizzes, anecdotal records and/or portfolios based on the student's grade level, teacher and needs.

SUMMATIVE ASSESSMENTS

District Checkpoints and Assessments

Student performance on local District Checkpoint Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: NWEA Map-Growth, STAAR (GR 3-5), ITBS (K-2), CoGAT (GR K-3), Lexia, Math Topic Tests, Unit Assessments, and Fall and Spring District Common Assessments GR K-5 (M, R) (GR 2-5 RLA,S). Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, AIT, Inclusion, peer tutors, extra-help personnel, and

computer programs.

Graded assessments consist of assessments provided through the state adopted curriculum. Assessments will be given in Math GR K-4 (Savvas-EnVision Math Topic Tests), GR 5 (HMH Go Math) , RLA GR 2-5 (Texas Curriculum Management Program Cooperative, HMH, NISD Literacy Module and Supplemental Resources), and RLA GR K-1 (HMH,NISD Literacy Module, Unit Assessments), and Science GR 5 McGraw Hill-Inspire Science. Eduphoria-Aware and On Data Suite are used to breakdown data for ALL assessments for GR K-5 in both areas of Math and RLA and GR 5 Science.

Hillcrest conducts two practice STAAR Released Tests to measure all students' progress and to make a game plan for "Blitz" three weeks prior to the actual testing day in RLA, Math, and Science. Blitz gives GR 3 - 5 the opportunity to focus on TEKS Priority Clusters our students performed the lowest on for the practice STAAR Released Test(s).

TEKS objectives are posted for all grade levels for RLA, Math, Science, and Social Studies in each classroom. Hillcrest has implemented STEMS to enhance awareness of academic vocabulary for STAAR Test(s) and built in time within our Master Schedule for Academic Vocabulary Development. Students monitor and track their own progress throughout the year, making expectations more individualized.

STAAR - If students did not meet state requirements for one or more learning areas, they are required to attend either 15 hours or 30 hours of accelerated learning per subject area depending on whether they scored Did Not Meet High or Did Not Meet Low.

Texas Education Agency Accountability System

Hillcrest Accountability Rating for 2024-2025: **A Campus**

2025 3rd Grade STAAR, the following scores for all grades show the percentage at

Approaches Grade Level Standard or above:

Reading: 93.4%

Math: 88%

Meets Grade Level Standard or above:

Reading: 68%

Math: 69%

Masters Grade Level Standard:

Reading: 33%

Math: 44%

2025 4th Grade STAAR, the following scores for all grades show the percentage at

Approaches Grade Level Standard or above:

Reading: 94%

Math: 84%

Meets Grade Level Standard or above:

Reading: 73%

Hillcrest Elementary Campus #103

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Page 12 of 54

Math: 70.4%
Masters Grade Level Standard:
Reading: 34%
Math: 40%

2025 5th Grade STAAR, the following scores for all grades show the percentage at

Approaches Grade Level Standard or above:

Reading: 94%
Math: 96%
Science: 92%

Meets Grade Level Standard or above:

Reading: 83%
Math: 78%
Science: 65%

Masters Grade Level Standard:

Reading: 61%
Math: 47%
Science: 39%

ACCELERATED LEARNING

Students who did not meet the STAAR goals for GR 3-4 Math and GR 3-4 Reading from last school year will participate in additional instructional hours of small group tutoring sessions to meet the requirement of House Bill 1416.

DIAGNOSTIC

Diagnostic assessments will be monitored and used for data collection to make decisions on students' learning and needs. Diagnostic assessment tools can include easyCBM, universal screener from Star Early Literacy and Numeracy and NWEA MAP-Growth, Dyslexia Screener and Reading Readiness Assessment. Kindergarten through fifth grade will use mCLASS (GR K ALL, 1-2 Rtl Students ONLY), easyCBM, and Math Topic Tests and Unit Assessments for progress monitoring.

Grade	Achievement Fall 2025-2026 Median and Distribution						Number of Students
All Grades	62nd	12%	17%	19%	27%	25%	688
K	43rd	27%	19%	19%	19%	16%	109
Grade 1	55th	11%	21%	22%	21%	25%	107
Grade 2	61st	7%	21%	19%	28%	25%	128
Grade 3	62nd	9%	20%	21%	24%	26%	103
Grade 4	67th	9%	14%	20%	30%	27%	122

Rtl

We are continuing to provide intervention for our current RTI students. Two interventionists have been hired to provide additional pull out time for RTI or any student whose data indicated they were deficient in skills.

We continue to implement a strong Rtl program to track and disaggregate data to help drive our instruction. Regularly scheduled Rtl meetings help to monitor student progress and address additional needs. Teachers identify students by using multiple data sets, including analyzing NWEA MAP and refer those in need of intervention.

Strengths

Hillcrest was rated the #1 elementary school (out of 173 schools) in Region V for the second consecutive year.

Hillcrest was the only school in Region V that earned all 6 distinctions on STAAR for the 24-25 school year.

Hillcrest was the only school in Region V that earned the Science Distinction.

We did an exceptional job again in the Growth Category but increased tremendously in Academic Achievement

24 - 25 HILLCREST STAAR ACADEMIC GROWTH

4th Grade Math

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
105	35	105	71.5	105	88.25
Academic Growth	33.33%	Academic Growth	68.10%	Academic Growth	84.05%

4th Grade RLA

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
104	67.75	105	81.75	105	89.25
Academic Growth	65.14%	Academic Growth	77.86%	Academic Growth	85.00%

5th Grade Math

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
91	68.5	91	79.75	91	86.25
Academic Growth	75.27%	Academic Growth	87.64%	Academic Growth	94.78%

5th Grade RLA

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
91	71	91	75	91	78.25
Academic Growth	78.02%	Academic Growth	82.42%	Academic Growth	85.99%

HILLCREST Math

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
196	103.5	196	151.25	196	174.5
Academic Growth	52.81%	Academic Growth	77.17%	Academic Growth	89.03%

HILLCREST RLA

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
195	138.75	196	156.75	196	167.5
Academic Growth	71.15%	Academic Growth	79.97%	Academic Growth	85.46%

HILLCREST All Grades/Subjects

Mock #1 Growth		Mock #2 Growth		STAAR Growth	
Students	Points	Students	Points	Students	Points
391	242.25	392	308	392	342
Academic Growth	61.96%	Academic Growth	78.57%	Academic Growth	87.24%

2024-25 Academic Achievement Scores

3rd Grade Math

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
105	79	39	20	105	93	65	38	105	92	72
Academic Achievement	75.24%	37.14%	19.05%	Academic Achievement	88.57%	61.90%	36.19%	Academic Achievement	87.62%	68.57%
	43.81%				62.22%				66.67%	

3rd Grade RLA

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
105	89	57	26	106	90	62	33	106	99	72

Academic Achievement	84.76%	54.29%	24.76%	Academic Achievement	84.91%	58.49%	31.13%	Academic Achievement	93.40%	67.92%
	54.60%				58.18%				64.78%	

4th Grade Math

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
105	60	35	13	103	82	60	30	105	88	74
Academic Achievement	57.14%	33.33%	12.38%	Academic Achievement	79.61%	58.25%	29.13%	Academic Achievement	83.81%	70.48%
	34.29%				55.66%				64.76%	

4th Grade RLA

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
104	94	52	28	104	96	62	33	105	99	76
Academic Achievement	90.38%	50.00%	26.92%	Academic Achievement	92.31%	59.62%	31.73%	Academic Achievement	94.29%	72.38%
	55.77%				61.22%				66.98%	

5th Grade Math

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
94	85	61	27	94	88	71	37	94	90	73
Academic Achievement	90.43%	64.89%	28.72%	Academic Achievement	93.62%	75.53%	39.36%	Academic Achievement	95.74%	77.66%
	61.35%				69.50%				73.40%	

5th Grade RLA

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
94	87	73	52	93	89	73	56	94	88	78
Academic Achievement	92.55%	77.66%	55.32%	Academic Achievement	95.70%	78.49%	60.22%	Academic Achievement	93.62%	82.98%
	75.18%				78.14%				79.08%	

5th Grade Science

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
94	90	77	49	94	77	58	26	94	86	61
Academic Achievement	95.74%	81.91%	52.13%	Academic Achievement	81.91%	61.70%	27.66%	Academic Achievement	91.49%	64.89%
	76.60%				57.09%				65.25%	

HILLCREST Math

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
304	224	135	60	302	263	196	105	304	270	219
Academic	73.68%	44.41%	19.74%	Academic	87.09%	64.90%	34.77%	Academic	88.82%	72.04
Achievement	45.94%			Achievement	62.25%			Achievement	68.09%	

HILLCREST RLA

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
303	270	182	106	303	275	197	122	305	286	226
Academic	89.11%	60.07%	34.98%	Academic	90.76%	65.02%	40.26%	Academic	93.77%	74.10
Achievement	61.39%			Achievement	65.35%			Achievement	69.95%	

HILLCREST All Grades/Subjects

Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets	Masters	Total Tested	Approaches	Meets
701	584	394	215	699	615	451	253	703	642	506
Academic	83.31%	56.21%	30.67%	Academic	87.98%	64.52%	36.19%	Academic	91.32%	71.98
Achievement	56.73%			Achievement	62.90%			Achievement	68.52%	

School Processes & Programs

Summary

SCHOOL PROCESSES AND PROGRAMS - Instructional, Curricular, Personnel, Organization and Administrative - What are our programs and processes?

INSTRUCTIONAL

TIA

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The state hopes to recruit, retain, and reward exceptional teachers through TIA.

Technology Programs

All teachers have a Boxlight, document cameras, iPad, desktop computer and a laptop to enhance student learning. Hillcrest has one computer lab with network access.

Numerous programs are utilized for instruction and intervention: NWEA MAP-Growth, Lexia (District pool of licenses.), Progress Learning, Lead4Ward, HMH, Waggle, Learning.com, Texas Studies Weekly, Waterford, Summit K-12 (ESL), and McGraw Hill Science. Utilization of internet links to educational sites, such as, but not limited to, Generation Genius, Flocabulary, BrainPop, Nearpod.

Students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Hillcrest faculty and staff are open to and interested in learning new technology through professional development as it becomes available.

Progress Learning is a vital part of our daily program at Hillcrest Elementary. This program prepares our students for their STAAR Assessments with practice tests, featuring new STAAR online item types. This is an excellent opportunity to give our students a closer look at what to expect on their statewide STAAR assessments and for us to gather insightful data to help them succeed. Students that complete one star in each lesson in each subject shows much higher results on the STAAR Test.

K-2 Literacy Assessment Update

District-Require Assessments

NWEA MAP-Growth: K-2 (Reading and Math), with Science ONLY Grade 2

mCLASS: Kindergarten will continue BOY, MOY, and EOY assessments.

Principal Discretion for Assessments

HMH Running Record: Testing K-2 will at Principal's discretion or conducted as needed to identify students requiring interventions. This assessment is no longer required as it duplicates information gathered through other measures and poses time constraints for loss of instruction.

Letters, Sounds, and Sight Words: Usage will be decided by the Principal. Many teachers noted these assessments are already given weekly and prefer to use the district's Letters, Sounds, and Sight Words document

only for new students or as supplemental data.

mCLASS (1st and 2nd): Testing will at Principal discretion. If a campus opts to continue this testing, Kim Smith will provide training for teachers. (Due to reduction in interventionist, the district cannot provide a team to test all students.)

All assessment tools will remain available for teachers but will no longer be district-required.

Instructional Design/Delivery and High Yield Strategies

Hillcrest Elementary Campus #103

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Page 18 of 54

We are utilizing a team teaching approach in third/fourth/fifth grade for ELAR/Social Studies and Math/Science. Hillcrest's goal is student-centered learning with differentiated instruction that can meet the needs of all learners.

Collaborative Horizontal and Vertical Team Alignment

TheLead4Ward Team feels strongly that vertical alignment is needed on campus and horizontal alignment is needed for the district.

Life Skills Education

A Life Skills program was implemented on our campus in 2025-2026 for students with significant cognitive disabilities who require direct, intensive, individualized instruction to acquire, maintain, and generalize functional communication skills. We currently have 13 students enrolled in the program for this 2025-2026 school year.

Push-In and Pull-Out Programs

ELL

The Home Language Survey and incoming student records are closely monitored when enrolling students to verify if they are currently LEP or should be tested for language proficiency. This data will determine the student's possible qualification for recommendation of services by the Language Proficiency Assessment Committee

Rtl Individualized/Differentiated Strategies and Processes

Identification of individualized strategies has increased through the RTI process. Data collection/disaggregation is used to identify learning strategies and provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies.

Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered to ensure all students are highly engaged. Students are progressed monitored through the NWEA Map-Growth, Lexia, Progress Learning, Waggle, Fall and Spring Common Assessments, and Math Topic Tests.

CAMP

CAMP (two separate rooms), consisting of a 2 special education teachers, 3 special education para-professionals and extra-help, helps to implement a push-in program to assist all students in GR K-5 in the areas of Math and RLA. We are utilizing additional paraprofessionals and extra-help personnel to provide push-in as well as pull-out assistance for GR K-5 during Pump It Up Time. This will help to provide additional time for interventions throughout the school day in core areas such as Math and RLA.

Accelerated Learning

According to HB 1416, any student who does not meet the state standard on the STAAR assessment taken the previous academic school year, will attend 15 or 30 hours per subject area of accelerated learning in a small group setting dependent upon the student scoring Did Not Meet High or Did Not Meet Low. The district will train specific faculty to administer this intense tutoring and will maintain attendance logs. Parent meetings will be held to notify them of the amount of instruction, and they have a right to waive the small group of three

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During these times, students can engage in assigned group activities, project learning activities, small group instruction and digital platforms.

Dyslexia

Hillcrest has one dyslexia teacher (Terra Louvier) who screens students and provides intervention in a pull out program.

Speech

Hillcrest has one speech pathologist and another contracted speech pathologist two days per week..

Gifted and Talented Program

Hillcrest Elementary Campus #103

Nederland ISD defines gifted and talented (G/T) as any child or youth in grades K–12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

Exhibits high performance capability in an intellectual, creative, or artistic area;

Possesses an unusual capacity for leadership; or

Excels in a specific academic field.

CURRICULAR

Standards-Based Curriculum

Nederland Independent School District has implemented TEKS Resource Management System (TRS) for its curriculum provider. The TEKS Resource Management System (TRS) provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD) which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information. An additional feature in the (TRS) is the area where students routinely have misconceptions of the content, thus allowing teachers to target those areas.

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours. Also, four teachers are funded from Title 1 funds.

RELATED SERVICES

These services (Occupational Therapy, Physical Therapy, Counseling, Speech Therapy, etc.) are scheduled by the provider and are scheduled to limit loss of instructional minutes.

SCHOOL ATTENDANCE

All students who attend Hillcrest Elementary are expected to follow all state and local guidelines on attendance.

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals. Administration utilizes Quality Alignment Data Walks to ensure teachers are on track and our students are actively engaged.

Professional Development

Teachers are continually participating in professional development activities to stay abreast of current standards and practices. Hillcrest Elementary teachers will work to expand engaging experiences that promote higher order thinking skills.

Hillcrest will participate in Staff Development designed to focus on the following campus needs: Inclusion, Response to Intervention (Academic/Behavior) with Dr. Ogonosky, Lead4Ward-Rigor-Engagement, Balanced Literacy, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Lead4Ward Conference, TEPSA, CKH, Region 5 Workshops, etc... Hillcrest also utilizes the great teachers on campus for new teachers to do classroom visits to learn more about teaching.

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Hillcrest has one certified instructor who is also the

Assistant Principal. The campus has a core team of teachers and staff that receive re-certification annually to assist the campus if a behavior need arises.

ORGANIZATIONAL

Parent-Teacher Conferences

Specific days are set aside to be early release to allow teachers and staff the opportunity to provide parents a one-to-one time to conference for academic and behavior needs. All teachers are expected to make contact with a parent or guardian and communicate either in person or by phone.

Pump it Up Time

All grade levels have a built in 30 minute time allotted to receive services through response to intervention, tutoring, etc. to enhance students on-campus learning.

Committees

Campus Communication Committee, Grade Level Meetings, Campus Lead4Ward Team, CPOC, Faculty meetings, Email(s) from Principal, GroupMe, and Social Media (Facebook/Dojo), are all utilized to communicate within Hillcrest faculty and staff. We will work to create more vertical communication in regards to students and curriculum to ensure student success. Hillcrest expectations include a safe environment for faculty and students and increased student growth in academics.

Master Schedule

Master schedule was created by starting with special programs and building outwards (ESL, Speech, Rtl, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time. Each grade level has an Pump it Up Time block to ensure instructional minutes are targeted to our learners needs. The master schedule was adjusted to allow for more instructional minutes during core instruction.

ADMINISTRATIVE

Decision-Making Process

All grade level teachers and additional faculty are making 100% of decisions with principal approval. Hillcrest is working toward a Balanced Literacy-Guided Reading instruction across all grade levels. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all learners.

Quality Data Walks

All administrative staff participate in classroom walk-throughs on each campus once a month. This provides an opportunity for all staff to observe and collect data that is more unified across the district. It provides administrative staff with the opportunity to respond to what they observed provide specific feedback and to collect ideas for their own campus.

PARENT, FAMILY ENGAGEMENT

Parents are encouraged to attend and participate in activities: Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Volleyball, Kickball, Track Meet, Thanksgiving Meal, Grade Level Programs, Class Projects, , Grandparents' Day, Veterans Day (U. S. Flag), Junior Achievement Financial Literacy, Beaumont Art Museum, Beaumont Children's Museum, Nederland Fire Department, Hillcrest Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Constitution Day- Field Trips (Houston Museum, NASA, Old McDonald's Farm, Houston Zoo).

Due to the changes in the community's demographics and the local economy and family dynamics, we are continually striving to increase parental involvement on campus. Hillcrest has a multicultural student population. Home Language Surveys verify students' languages spoken in these homes.

Hillcrest expects parents to be team players in their child's education, working with teachers to increase student growth in all areas. Many staff members are available to translate verbal

communications when necessary. Several computer programs are also available for translation of written communications.

These partnerships are recruited by the principal, teachers, and parents of Hillcrest. There is also an established CPOC composed of parents and community members to support Hillcrest's goals.

Parents and community members can be heard through the following practices: Open-Door Policy of the Principal, Hillcrest PTA, and Teacher Conferences: Three Days in October after first distribution of Report Cards.

Strengths

1. The RTI program at Hillcrest is definitely a strength.
2. The bilingual program is successful.
3. CAMP is a great aspect of Hillcrest.
4. We are on year 10 of our House System (PBIS)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 A big need for more bilingual teachers, and specifically SPED and Dyslexia. We added bilingual sections in 4th grade last year and currently have 28 students in 5th grade bilingual.	Huge influx of Spanish-speaking students.
2 As Hillcrest added 5th grade three years ago, we are in need of more infrastructure for our school (another curriculum coordinator, another full-time counselor, attendance clerk, counselor secretary, bilingual coordinator, etc...)	Going from 560 students to 765 this year, we need this extra infrastructure of personnel to help the school run properly and keep our scores up. Hillcrest has more students enrolled than every other school besides the high school. We also have over 200 more students than two of the other elementary schools in NISD. We have more students than both Middle Schools with less personnel infrastructure.

 = Priority

Perceptions

Summary

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

As a Title I campus, Hillcrest attempts to create the home/school connection. The efforts have not been very successful with the families of economically disadvantaged students or English language learners but are getting better. Open House/Back2school Bash has continued to draw large numbers and has improved relationships with all stakeholders. Our campus is 100% focused on student growth, both academically and socially. Hillcrest earned a CKH National Showcase School distinction for the first time in 2024-2025. Hillcrest will have food drive in November to help community members in need. Hillcrest also partners with different churches in the community to help fund the Backpack Buddies for our students in need.

2. What are teachers' expectations for parental involvement?

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

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

Hillcrest utilizes a campus Facebook page, Blackboard Connect, Class Dojo, and our digital sign to get information to our stakeholders. Newsletters are sent home periodically to help inform parents of current events. Hillcrest also uses PTA meetings and literacy nights to get information to the community.

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

Two parents, two community members, and two business representatives are part of the Hillcrest Campus Performance Objectives Council. Per Administrative Regulation CUR-30, candidates for these six positions are nominated and selected in a collaboration between the CPOC and principal.

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

The NISD Board of Trustees' meetings, campus CPOC, campus PTA, booster clubs and various ad hoc committees allow ample opportunities for parents and community members to collaborate in the decision-making process. A parent survey is sent home each Spring in English/Spanish to gain input from stakeholders.

6. Parent and Community Engagement Parent and Community Engagement Summary

Parents are encouraged to attend and participate in activities such as but not limited to:

Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Volleyball, Kickball, Track Meet, Thanksgiving Meal, Grade Level Programs, Wax Museum, Grandparents' Day, Veterans' Day (Human Flag), Hillcrest Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Field Trips (NASA, Old McDonald's Farm, Gator Country, Whimsical, Nutcracker, etc...), Parents are encouraged to join PTA to support classroom teachers and students,

PTA Members assist with school needs such as but not limited to:

Grade 5 End of Year Party, Book Fair, Kindergarten Round-up, Teacher Appreciation Week, PTA Reflections, Drug Free Red Ribbon Parade, ESL/Bilingual Meetings, Character Breakfasts, Picture Day, etc...

Hillcrest encourages involvement of community members, including but not limited:

The Schooner, Kevin Rico Seafood, Sunny's Donuts, Lone Star Designes, Bomac, Tip Top Nails, GT Soccer, Market Basket, Maria's Diner, El Viejo Tony's, Romero's Grill, Legendairy Gelato, Mama Kim's, Scooter's Coffee, Texas Roadhouse, Kane's, Infinity Staffing Solutions, Tic Toc Nails, Andy Martin Insurance, Polish Nail bar, Eric Morgan Retirement Group, Junior Achievement, First Baptist Church (Nederland), Rao's Bakery, Chick-Fil-A, Jessica Darder, NHS Peer Tutors, Nederland Education Foundation, American Insurance.

Strengths

Hillcrest earned a CKH National Showcase School for the first time in 2024-25.

Implementation of Capturing Kids Hearts

Hillcrest communicate via Facebook/Class Dojo.

Information sent home are in most instances sent in Spanish and English.

Hillcrest has a 1.5 full-time counselors to support our students.

It is important for our campus to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.

We have an School Resource officer

Implementation of PBIS at Level 1 (CKH, Rtl Behavior, House System)

Ensures proper safety drills and implementation of all Emergency Operations

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	We have a need for more participation from parents in our Hillcrest PTA.	More parents work more than ever and people are really busy.

★ = Priority



Goals

Goal 1

Hillcrest Elementary 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

By June, 2030, all elementary campuses in NISD will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2030 Reading Assessment will be at a minimum of 75% meeting grade level in all student population groups.

Evaluation Data Source: STAAR Data Results and Accountability Results

Strategy 1 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Curriculum Coordinators

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

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

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

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principals
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 3 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principals
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 4 Results Driven Accountability

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

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

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

Formative Reviews

 Accomplished

December

March

June

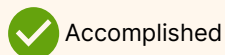
Strategy 5 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Principals
Teachers

Formative Reviews



December

March

June

Strategy 6 Results Driven Accountability

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

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

Staff Responsible for Monitoring: Special Education Director
Dyslexia Specialist

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

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

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

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principals
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

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

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

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 9

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

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

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 10

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

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

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 11

Administer the mCLASS assessment to all Kindergarten students.

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

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 12

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 of student growth in reading.

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 13

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

Formative Reviews

Some Progress

December

March

June

Goal 2

Hillcrest Elementary 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

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

Evaluation Data Source: STAAR Data and Accountability Results

Strategy 1

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

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

Staff Responsible for Monitoring: Assistant superintendent for Curriculum & Instruction
Elementary Curriculum Coordinator
Principals
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

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

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

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

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

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

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

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

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

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

Staff Responsible for Monitoring: Principals
Teachers

Formative Reviews

 Accomplished

December

March

June

Strategy 5 Results Driven Accountability

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

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

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

Formative Reviews

Some Progress

December

March

June

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: Elementary Curriculum Coordinator
Principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

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

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

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

Formative Reviews

Considerable 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 of student growth in math.

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

Formative Reviews

Moderate Progress

December

March

June

Goal 3

Hillcrest Elementary 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

Hillcrest Elementary 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 Waggle and Progress Learning for reading and math for K-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: Curriculum Coordinators
Principal
Counselor
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Student Growth: Increased student performance on universal screenings.
Walk Through Data.

Staff Responsible for Monitoring: State and Federal Programs Coordinator
Principal
Assistant Principal
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase of student growth on checkpoints, benchmarks, and state assessment.

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

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Implement with fidelity Texas Curriculum Management Program Cooperative (TCMPC previously TRS) 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: Increase of student growth in reading and math.

Staff Responsible for Monitoring: Principal
Assistant Principal
Curriculum Coordinators

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

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

Strategy's Expected Result/Impact: Student Achievement Results

Agendas

Sign-in sheets

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction

Curriculum Coordinators

State and Federal Programs Coordinator

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

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

Strategy's Expected Result/Impact: Development of Check Points

Data Analysis by teachers and Administration Functioning PLCs

Intentional planning from the data

Increased Student Growth

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum & Instruction

Curriculum Coordinators

Principals

Formative Reviews



Accomplished

December

March

June

Strategy 7

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

Strategy's Expected Result/Impact: Review pre and post assessment data

Increase Student Growth

Staff Responsible for Monitoring: Assistant Superintendent for C&I

Director of Technology

Technology Specialist

Curriculum Coordinators

Principal

Assistant Principal

Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

Hillcrest Elementary will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, NWEA - MAP Growth, Lexia, Texas Curriculum Management Program Cooperative (TCMPC previously TRS), Waggle, Progress Learning, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG)

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

Staff Responsible for Monitoring: Principals
Teachers

Formative Reviews

Considerable Progress

December

March

June

Goal 4

Hillcrest Elementary 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

Hillcrest Elementary 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 areas during 2025-2026: STAAR 4th-5th grade Math and Reading.

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

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

Formative Reviews

 Accomplished

December

March

June

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: District and Campus Leadership

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Continue Six-weeks employee recognition programs and a post stories on Dojo and Facebook about the positive happenings at Hillcrest to promote a positive culture.

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

Staff Responsible for Monitoring: Coordinator for Volunteers and Communication; Assistant Superintendent for H. R. and Operations, Superintendent; Campus Administrators

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Develop a Mentorship Program for Teachers. Refine and continue implementation of New Teacher Induction (NTI) program. (DG)

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

Staff Responsible for Monitoring: Assistant Superintendent for Personnel; Assistant Superintendent for Curriculum and Instruction; Instructional Coordinators

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Campus Communication Committee (CCC) will work in coordination with Professional District Communications Committee (PDCC) will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.

Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need.
Agendas, Minutes, and Sign-in Sheets

Staff Responsible for Monitoring: Superintendent

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

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

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

Campus Staff Recognition Plan; Meeting Agendas

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Considerable Progress

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. (SP)

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

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

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Provide professional development opportunities to support district goals and professional growth for district personnel. (DG) Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators: District Leadership Team PLC Assistant Principal PLC Instructional Leaders PLC Leadership Excellence Administrator Development (LEAD)

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

Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Campus administrators

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 2

Implement additional safety measures to ensure student and staff safety.

Strategy 1

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

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

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

Formative Reviews

✓ Accomplished

December

March

June

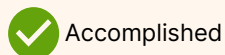
Strategy 2

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

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

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

Formative Reviews



Accomplished

December

March

June

Strategy 3

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

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

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

Formative Reviews

Considerable 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: Assistant Principals
Principals
Assistant Superintendent for HR

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 3

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

Strategy 1

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

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

Decrease discipline referrals

Improve attendance

Address social and emotional needs of students

Staff Responsible for Monitoring: Principals

Formative Reviews

Considerable 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: Principals

Assistant Principals

Curriculum Coordinators

Assistant Superintendent for C and I

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

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

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

decrease discipline referrals

increase attendance

address social and emotional needs of students

Staff Responsible for Monitoring: Principals

Assistant Principals

Curriculum Coordinators

Assistant Superintendent for C and I

Performance Objective 4

In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact. 1. Methods for addressing 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 Sources 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. 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Goal Tables

RDA Strategies

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



Committees

Committees

CPOC

Members

First Name	Last Name	Position	Committee Role
Jennifer	Zamora	4th Grade Bilingual Teacher	GLC
TK	McDuffie	2nd Grade Teacher	GLC
Amanda	Nguyen	1st Grade Teacher	GLC
Ana	Vasquez	Kinder Teacher	GLC
Lucy	Hernandez	3rd Grade Teacher	Classroom Teacher
Jennifer	Dixon	5th Grade Teacher	Classroom Teacher
Nicole	Gary	2nd Grade Teacher	Classroom Teacher
Duy	Nguyen	5th Grade Teacher	Classroom Teacher
Traci	Bieber	Elementary Curriculum Coordinator	NISD Non-Teaching Professional
Jody	Swango	Mannings	Business Rep
Angela	Fannett	LIT	Community Member
Chase	Romero	NPD	Community Member
Pam	Magana	Parent	Parent
Phu	Noel	Business Rep	Business Rep
Lan	Lee	Parent	Parent
Jan	Leonard	Counselor	Counselor
Torrey	Gomez	AP	AP
Kevin	Morrison	Principal	Principal



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