

Port Neches-Groves Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

Board Approval Date:
October 12, 2026

Public Presentation Date:
October 12, 2026

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education.

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Vision

Our students will model academic success and integrity in all endeavors.

Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The District Education Improvement Committee (DEIC) met virtually on May 6, 2026, to review multiple measures of data and stakeholder feedback as part of the Comprehensive Needs Assessment process and the development of the 2026–2027 District Improvement Plan. Areas of focus included Demographics, Student Learning, District Processes and Programs, and Perceptions. The DEIC will reconvene in early fall to review district data updates and finalize the plan.

Through this process, stakeholders identified both strengths and opportunities for growth while reaffirming PNGISD's commitment to continuous improvement. Although our district demographics continue to evolve, PNGISD remains focused on ensuring that every student is supported, challenged, and prepared for success.

The resulting District Improvement Plan reflects five priorities that guide our work and decision-making:

- **Student Achievement:** Ensuring academic growth for every student through high-quality literacy and mathematics instruction.
- **Future Readiness:** Preparing students for success in college, careers, and military service through meaningful learning experiences and College, Career, and Military Readiness opportunities.
- **Safety and Well-Being:** Providing safe, secure, and supportive learning environments that promote both physical safety and social-emotional well-being.
- **Investing in Our People:** Recruiting, retaining, recognizing, and developing highly effective faculty and staff.
- **Family and Community Partnerships:** Fostering meaningful relationships with students, families, and the community to strengthen engagement and support student success.

These priorities serve as the foundation for district and campus improvement efforts and reflect PNGISD's ongoing commitment to its tradition of excellence while meeting the changing needs of the students, families, and communities we serve.

To support effective implementation of state and federal programs, the district may utilize contracted professional and consulting services to provide technical assistance related to program requirements, compliance, and fiscal oversight. In addition, federal funds will continue to be strategically allocated to maximize services and opportunities that directly benefit students and support district priorities.

Demographics

Summary

Port Neches-Groves ISD serves approximately 5,300 students across eight campuses, including two primary schools (PreK–2), two intermediate schools (3–5), two middle schools (6–8), Port Neches-Groves High School (9–12), and the Alternative Education Center. Rooted in the communities of Port Neches and Groves, PNGISD is recognized for its strong tradition of excellence, community pride, and commitment to meeting the needs of every student.

Our district demographics continue to evolve. While enrollment remains stable, the percentage of English Learners, Hispanic students, and economically disadvantaged students has steadily increased. Community growth, new housing developments, and local industry expansion continue to attract families from diverse backgrounds, enriching our schools and strengthening our community.

PNGISD values strong partnerships with families, businesses, and higher education institutions. Collaborations with Lamar University, Lamar Institute of Technology, Lamar State College Port Arthur, and Lamar State College Orange expand opportunities for students through dual credit, career pathways, and postsecondary preparation.

Stakeholder feedback consistently identified PNGISD as a district that prioritizes students, values relationships, and embraces an increasingly diverse community while maintaining a strong sense of tradition and pride.

Strengths

- Stable district enrollment.
- Strong community support and stakeholder engagement.
- Growing diversity that enriches the school community.
- Graduates frequently return to serve the district and local community.
- Strong partnerships with higher education, business, and industry.
- Established systems to support enrollment and student services.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The district's growing population of English Learners requires expanded bilingual and ESL services to ensure students receive the instructional support needed for academic success.	The number of bilingual and ESL certified educators has not kept pace with the increasing English Learner population due to regional shortages and recruitment challenges in high-need certification areas.

★ = Priority

Student Learning

Summary

PNGISD students continue to demonstrate strong academic performance and success across a variety of measures. Students excel not only on state assessments, but also in advanced coursework, extracurricular activities, career and technical education programs, and leadership opportunities.

District data reflect continued emphasis on literacy, early intervention, and college, career, and military readiness. Teachers regularly analyze local and state assessment data to identify student needs, adjust instruction, and provide targeted interventions. Early literacy screeners, district assessments, and STAAR results guide instructional decisions and support systems designed to help all students achieve at high levels.

Stakeholders consistently noted that PNGISD students are supported by strong relationships with staff and have access to a wide range of opportunities that allow them to thrive academically, socially, and emotionally. While overall performance remains strong, stakeholders identified the continued need to address learning gaps and provide additional support for students requiring specialized services.

Strengths

- Literacy remains a district priority and instructional foundation.
- Students consistently outperform state and regional averages in many assessed areas.
- Strong systems exist for data analysis and instructional decision-making.
- Students have access to advanced academics, dual credit, CTE pathways, and extracurricular opportunities.
- Early Learning Coordinators strengthen early intervention and family partnerships.
- Staff build meaningful relationships that support student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Some students continue to demonstrate gaps in foundational skills and require targeted interventions to accelerate learning and close achievement gaps.	Interrupted learning experiences and varying levels of readiness have contributed to unfinished learning, requiring ongoing intervention and differentiated instructional support.
2	The increasing number and complexity of student needs, particularly among special education and English Learner populations, require additional staffing and support to ensure all students receive appropriate services and individualized instruction.	Growth in specialized student populations and staffing shortages have limited the district's ability to provide interventions and individualized supports at the intensity needed for all learners.

 = Priority

District Processes & Programs

Summary

PNGISD maintains systems and programs designed to support high levels of learning, operational effectiveness, and continuous improvement. District leaders regularly review practices and seek stakeholder input to ensure programs remain aligned with student needs, legal requirements, and district priorities.

Instructional programs are supported through aligned curriculum resources, professional learning opportunities, data analysis tools, technology integration, and targeted student services. The district continues to invest in leadership development, instructional technology, career and technical education, advanced academics, counseling services, and specialized programs that provide meaningful opportunities for all students.

Stakeholders described district processes as collaborative, efficient, and responsive. They value the district's willingness to evaluate current practices, seek input from those most closely involved in implementation, and make adjustments when change benefits students and staff.

Strengths

- Professional learning is prioritized for all staff levels.
- Aspiring Administrators provides leadership development opportunities.
- Teachers have access to curriculum resources, pacing guides, and TEKS-aligned supports.
- Strong use of data to guide instructional decisions.
- Continued investment in instructional technology and cybersecurity.
- Comprehensive CTE programs aligned to workforce needs.
- Robust advanced academic and dual credit opportunities.
- Specialized services support students through Special Education, ESL, bilingual, counseling, AEC, and homeless programs.
- Established partnerships with businesses and higher education institutions.
- District decision-making includes stakeholder input through DEIC and campus leadership structures.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 Greater vertical and horizontal alignment is needed to ensure consistency in curriculum resources, instructional practices, and student learning experiences across the district.	Historical campus autonomy in selecting instructional resources and practices resulted in inconsistencies in curriculum implementation and alignment across grade levels and campuses.
2 The district requires additional staffing and support structures to effectively meet the increasing and diverse needs of specialized student populations, including English Learners and students receiving special education services.	The complexity and intensity of student needs have increased, while statewide shortages in high-need certification areas have made recruiting and retaining qualified educators more challenging.
3 The district must continue to strengthen and sustain its technology infrastructure and cybersecurity measures to support instruction, operations, and the protection of sensitive information.	Rapidly evolving technology expectations and increasing cybersecurity threats require ongoing investment, monitoring, and updates to district systems and practices.

★ = Priority

Perceptions

Summary

Stakeholder feedback consistently reflects a high level of trust and pride in PNGISD. Participants described the district as student-centered, transparent, professional, and responsive to the needs of the community. The strong traditions shared by the Port Neches and Groves communities foster a sense of belonging and collective responsibility that supports student success.

Communication remains a significant strength of the district. Families, staff, and community members value the district's efforts to provide timely updates through multiple communication platforms and appreciate the transparency surrounding district decisions, finances, and programming. Stakeholders also recognized the district's willingness to address concerns, adapt when needed, and maintain a focus on doing what is best for students.

While overall perceptions remain positive, stakeholders identified opportunities to strengthen staff morale and expand family engagement efforts, particularly as family structures, work schedules, and community demographics continue to evolve.

Strengths

- Strong community pride and tradition of excellence.
- Stakeholders perceive the district as professional, ethical, and transparent.
- Students are consistently placed at the center of decision-making.
- Effective communication through social media, district messaging, and campus outreach.
- High levels of student participation in extracurricular activities.
- Family engagement opportunities supported through district and Title I initiatives.
- Translation services help remove barriers for multilingual families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Family engagement and participation decrease as students progress through the grade levels, and some families experience barriers that limit their ability to fully engage in their children's education.	Work schedules, caregiving responsibilities, language differences, and changing demographics require the district to provide more flexible, accessible, and culturally responsive opportunities for family engagement.
2	The district must continue to prioritize staff morale, wellness, and connectedness to sustain a positive organizational culture and support employee retention.	Increasing professional expectations, external pressures, and the evolving demands of public education can impact staff well-being, morale, and their sense of connection to the organization.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

PNGISD will ensure academic growth for every student through high-quality literacy and mathematics instruction.

Performance Objective 1

High Priority

HB3 Goal

PNGISD will strengthen literacy outcomes through high-quality instruction and targeted supports that promote growth for every student.

Evaluation Data Source: District Reading STAAR/EOC Meets performance will increase from 59% (2026 baseline) to 61% in 2027, with annual increases toward a target of 65% by 2028.

District Reading STAAR/EOC Masters performance will increase from 25% to 27% in 2027, with annual increases toward a target of 35% by 2028.

K-2 mCLASS Reading Composite performance at or above benchmark will increase from 67% to 70% in 2027, with annual increases toward a target of 72% by 2028.

Strategy 1

Continue to enhance core instruction in the classroom with a focus on the TEKS Resource System and PNGISD Pacing Guides.

Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2024 in Reading of 61% of all students will score at the Meets measure.

Staff Responsible for Monitoring: Campus Leadership, District Curriculum Team, and Teachers

Formative Reviews

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Strategy 2

Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations.

Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team

Formative Reviews

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Strategy 3

Provide continuous instructional coaching for continued teacher growth.

Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides.

Staff Responsible for Monitoring: Deputy Superintendent, District Curriculum Team, Campus Leadership

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Performance Objective 2 High Priority

PNGISD will strengthen mathematics outcomes through rigorous instruction, problem-solving experiences, and targeted supports that promote growth for every student.

Evaluation Data Source: District Math STAAR/EOC Meets performance will increase from 47% to 50% in 2027, with annual increases toward a target of 55% by 2028.

District Math STAAR/EOC Masters performance will increase from 18% to 20% in 2027, with annual increases toward a target of 25% by 2028.

Grades 1-2 STAR Math performance at or above benchmark will increase from 59% to 62% in 2027, with annual increases toward a target of 65% by 2028.

Strategy 1

Continue to enhance core instruction in the classroom with a focus on problem solving through embedded instructional strategies.

Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2025 in Math of 47% of all students will score at the Meets measure.

Staff Responsible for Monitoring: Campus Leadership, District Curriculum Team, and Teachers

Formative Reviews

Strategy 2

Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations.

Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team

Formative Reviews

Strategy 3

Provide continuous instructional coaching for continued teacher growth.

Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides.

Staff Responsible for Monitoring: Deputy Superintendent, District Curriculum Team, Campus Leadership

Formative Reviews

Goal 2

PNGISD will prepare every student to successfully pursue college, career, or military opportunities through rigorous instruction and meaningful experiences that support College, Career, and Military Readiness.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of graduates who demonstrate College, Career, and Military Readiness (CCMR) annually.

Evaluation Data Source: Increase the annual CCMR rate as reported in the Texas Academic Performance Report (TAPR).

Monitor growth in CCMR indicators, including dual credit completion, industry-based certifications, military enlistment, and college readiness measures.

Review annual graduate outcomes to identify trends and areas for improvement.

Strategy 1

Increase industry certification for all CTE programs relevant to the TEA(CCMR) and Perkins list, as well as the industry workforce and community.

Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications.

Staff Responsible for Monitoring: Campus Administration, counselors, and teachers

Formative Reviews

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Strategy 2

Increase dual credit opportunities for students

Strategy's Expected Result/Impact: Number of students enrolled and completing dual credit opportunities.

Staff Responsible for Monitoring: Campus Administration, counselors, and teachers

Formative Reviews

Performance Objective 2 HB3 Goal

Increase the percentage of students meeting college readiness standards on TSIA2, SAT, and ACT assessments.

Evaluation Data Source: Increase the percentage of students meeting TSIA2 college readiness standards.

Increase the percentage of students meeting SAT college readiness benchmarks.

Increase the percentage of students meeting ACT college readiness benchmarks.

Monitor annual participation and performance trends on college readiness assessments.

Strategy 1

Increase student performance on PSAT, SAT, ACT, or TSIA by offering opportunities for students to access preparation materials.

Strategy's Expected Result/Impact: Increase student performance on exams.

Staff Responsible for Monitoring: Campus administration, counselors, and teachers

Formative Reviews

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Strategy 2

By the end of a student's junior year, all students will participate in the TSIA assessment.

Strategy's Expected Result/Impact: Increase in TSIA participation resulting in improved CCMR

Staff Responsible for Monitoring: Campus administration, counselors, teachers

Formative Reviews

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Performance Objective 3

Increase student participation and success in Career and Technical Education programs that lead to workforce readiness and industry-based certifications.

Evaluation Data Source: Increase the percentage of CTE concentrators earning an approved industry-based certification.

Increase the number of students completing a Program of Study.

Monitor student participation and completion rates in CTE pathways annually.

Review CTE program data to ensure alignment with workforce needs and high-demand career opportunities.

Goal 3

PNGISD will provide all students and staff with a safe, secure, and drug-free learning environment that supports academic success and promotes social-emotional well-being.

Performance Objective 1 High Priority

PNGISD will maintain and strengthen comprehensive safety and emergency preparedness practices through ongoing training, established protocols, and the presence of armed law enforcement personnel on every campus

- Evaluation Data Source:**
- * Annual safety and emergency response trainings completed by staff.
 - * Documentation of required drills and safety exercises.
 - * Annual review and implementation of district safety protocols and procedures.
 - * Assignment of armed police officers to every campus.
 - * Staff feedback and assessments demonstrating knowledge and preparedness to respond appropriately during emergency situations.

Strategy 1

PNGISD will provide training on Standard Response Protocol and Stop the Bleed to all faculty, staff, and substitutes.

Strategy's Expected Result/Impact: Preventative training to ensure our staff and students are safe in the event there is a threat to our district, staff, and students.

Staff Responsible for Monitoring: Deputy Superintendent, SRO, School Marshals

Formative Reviews

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Strategy 2

PNGISD will provide training and resources to parents and community stakeholders to ensure engagement and understanding of student safety.

Strategy's Expected Result/Impact: Parent and Community Awareness

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

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Strategy 3

Provide anonymous online reporting system for campus safety concerns.

Strategy's Expected Result/Impact: An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns.

Staff Responsible for Monitoring: Deputy Superintendent

Formative Reviews

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Performance Objective 2 High Priority

PNGISD will implement threat assessment and prevention practices to proactively identify, assess, and address concerns impacting the physical and emotional safety of students and staff.

Evaluation Data Source: * Threat Assessment Team reports and documentation.

* Monitoring and review of threat assessment referrals and outcomes.

* Documentation of intervention and support services provided when appropriate.

* Review of discipline, behavioral, and safety data to identify trends and areas for improvement.

* Evidence of a proactive, multidisciplinary approach to prevention and response.

Strategy 1

PNGISD will partner with Samaritan Counseling to provide wrap-around services to support students and ensure they are in a safe conducive learning environment,

Strategy's Expected Result/Impact: Students social emotional and mental needs will be addressed to ensure a safe learning environment. Samaritan Counseling will provide data detailing their impact and number of students served.

Staff Responsible for Monitoring: Deputy Superintendent, Campus Leadership, Campus Counselors

Formative Reviews

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Strategy 2

PNGISD will provide helpful resource to students, staff, and the community in regards to mental health.

Strategy's Expected Result/Impact: Increased understanding of mental health needs and resources available.

Staff Responsible for Monitoring: Campus Principals; Counselors

Formative Reviews

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Goal 4

PNGISD will recruit, retain, and develop highly effective faculty and staff through meaningful professional learning, leadership development, and recognition of excellence.

Performance Objective 1

Provide all instructional staff and administrators with access to high-quality professional learning opportunities aligned to district priorities, instructional effectiveness, and continuous improvement.

- Evaluation Data Source:**
- * Professional development attendance records.
 - * PDExpress evaluations and transcripts.
 - * Non-district professional development registration records.
 - * DEIC minutes and stakeholder feedback regarding professional learning.
 - * Documentation of professional learning aligned to district initiatives and identified needs.

Strategy 1

Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, TCEA, etc.

Strategy's Expected Result/Impact: Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills.
Evidence: PDExpress attendance reports; sign-in sheets and evaluations

Staff Responsible for Monitoring: Technology Director

Formative Reviews

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Strategy 2

- Leadership professional development will be encouraged for all administrators.
- Encourage participation at TEPSA and TASSP events.
 - Region 5 Parent Involvement workshops/speakers
 - Lead4Ward workshops
 - Administrative Leadership Team Retreat

Strategy's Expected Result/Impact: Leadership professional development will enable instructional leaders to more effectively mentor teachers.
Evidence: Sign-in sheets and evaluations

Staff Responsible for Monitoring: Deputy Superintendent

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Strategy 3

Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc.,as funds allow.

Strategy's Expected Result/Impact: Technology staff development equips teachers with instructional technology strategies to use in their instruction.
Evidence: Sign-in sheets

Staff Responsible for Monitoring: Deputy Superintendent

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Performance Objective 2

Implement and sustain systems that recognize, support, and retain highly effective educators through leadership opportunities and participation in the Teacher Incentive Allotment (TIA).

- Evaluation Data Source:** * Teacher Incentive Allotment participation and designation data.
* Number and percentage of eligible teachers earning or maintaining TIA designations.
* Retention rates of instructional staff.
* Participation in leadership development opportunities, including Aspiring Administrators.
* Exit interview and employee feedback data, when applicable.

Goal 5

PNGISD will foster meaningful partnerships with students, families, and the community to strengthen engagement and support student success.

Performance Objective 1

Increase stakeholder engagement by providing meaningful opportunities for students, families, and community members to connect with and participate in school activities and decision-making.

- Evaluation Data Source:**
- * Annual parent, family, staff, and student survey results.
 - * Participation rates at family engagement activities, conferences, and school events.
 - * Documentation of outreach efforts targeting families who are traditionally underrepresented or less involved.
 - * Feedback collected through campus and district committees, including DEIC.

Strategy 1

Early Learning Support Coordinators will connect with families and provide them with learning strategies to assist their students at home.

Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance through community events, parenting programs, home visits, etc.

Staff Responsible for Monitoring: Deputy Superintendent, Early Learning Support Coordinators

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Performance Objective 2

Maintain timely, transparent, and effective communication with stakeholders through multiple communication platforms and methods.

- Evaluation Data Source:**
- * Annual stakeholder survey results regarding the effectiveness of district and campus communication.
 - * Website and social media analytics, when available.
 - * ParentSquare, email, phone, text, and other communication usage reports.
 - * Documentation of communication efforts provided in multiple languages, as needed.
 - * Feedback from stakeholder groups regarding accessibility and clarity of communication.

Strategy 1

Utilize the Superintendent Report section of monthly board meetings to update the community on the events of the district in an in-person format.

Strategy's Expected Result/Impact: The community will benefit from attending monthly board meetings and have all the current information and questions answered.			
Staff Responsible for Monitoring: Superintendent, Deputy Superintendent			
Formative Reviews			
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Strategy 2

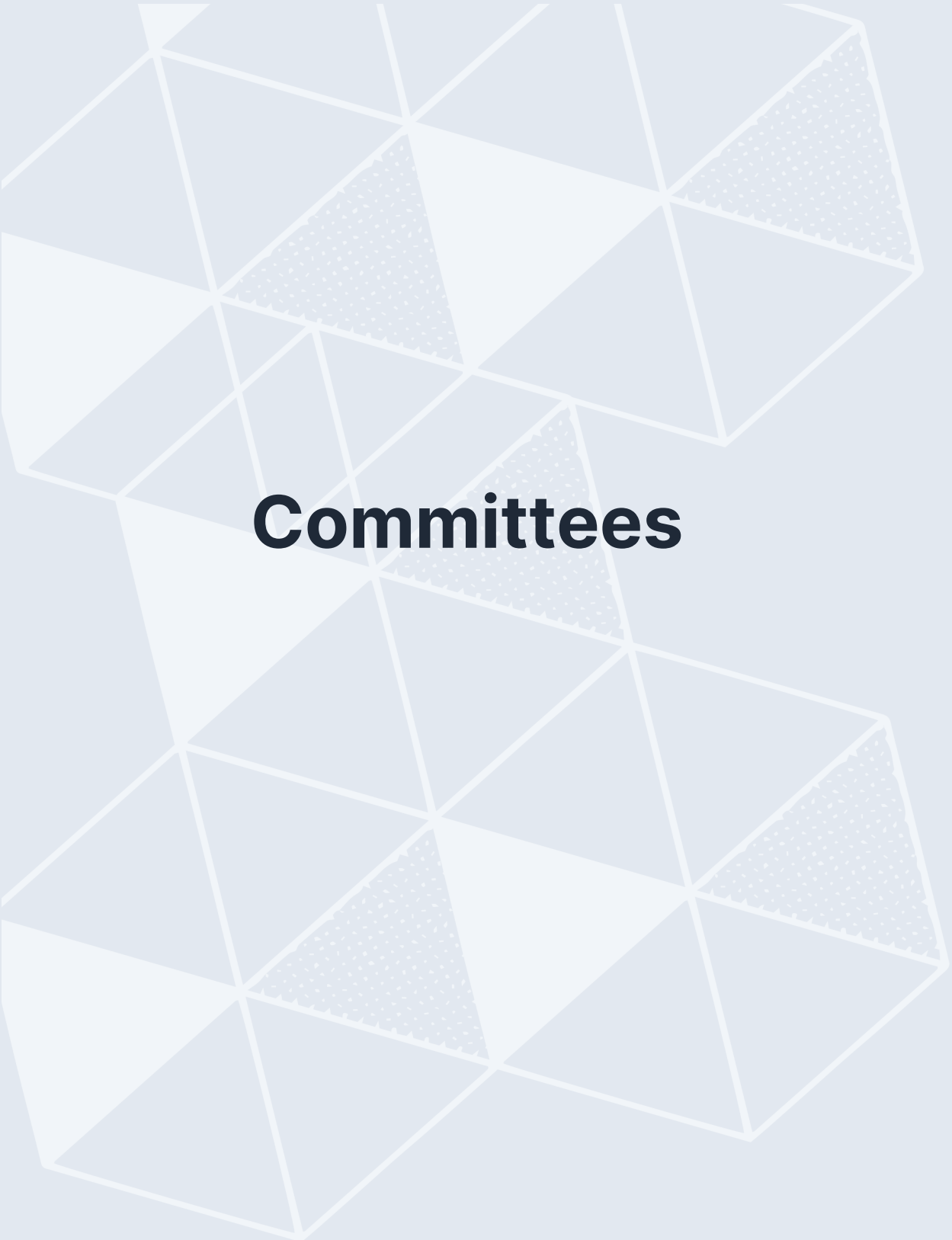
Send communication via social media and mass messaging systmes to keep stakeholders informed of district activities and initiatives.			
Strategy's Expected Result/Impact: Sending communications through social media and mass messaging systems will increase knowledge of important announcements made at the district and campus levels.			
Staff Responsible for Monitoring: Deputy Superintendent, Public Information Employee, Campus leadership			
Formative Reviews			
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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amanda DuBose	Paraprofessional		
Amy Balsamo	Teacher		
Amy Bodden	Teacher		
Ann Broussard	Paraprofessional		
Debby Addison	Teacher		
Desiree Post	Paraprofessional		1
Jennifer Leger	Teacher		
Katy Gill	Teacher		1
Macie Musgrove	Teacher		
Maylin Louvier	Teacher		
Paige Gaspard	Teacher		1
Sabrina Weatherly	Teacher		
Sarah Guidry	Paraprofessional		
Wende Martin	Paraprofessional		



Committees

Committees

District Education Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Staci	Gary	Curriculum	District-Level
Mike	Petix	PN Community Rep	Community Rep
Bevin	Conyr Frakes	Parent	GT Parent
Ellen	McHugh	Parent	GT Parent
Staci	Gary	HS Curriculum	Curriculum
Frannie	Chatagnier	HS Parent	Parent
Katie	Gaw	GMS Parent	Parent
Bree	Dauterive	GMS Parent	Parent
Jacquelyn	Stockdale	PNMS Parent	Parent
Julie	Clotiaux	PNMS Parent	Parent
Destiny	Guy	GI Parent	Parent
Amanda	Guidry	PNI Parent	Parent
Amanda	Delcambre	PNI Parent	Parent
Heather	Tice	GP Parent	Parent
Ryan	Judice	GP Parent	Parent
Laura	Allen	PNP Parent	Parent
Kim	Ross	Groves Business	Business Representative
Katie	Colvin	HS Support Professional	Support Professional
Barbara	Landry	MS Support Professional	Support Professional
Ashley	Graham	Elem. Support Professional	Support Professional
Timothy	Reed	MS Admin	Administrator
Brandy	Roy	Elementary Admin	Administrator
Natasha	Cecka	Middle School Special Populations	Special Populations

Karrie	Gilkerson	Elementary Special Populations	Special Populations
Sabrina	Weatherly	PNI Teacher	Classroom Teacher
Kelli	Hargrave	GI Teacher	Classroom Teacher
Travis	Walker	PNMS Teacher	Classroom Teacher
Connie	Swope	GMS Teacher	Classroom Teacher
Carrie	Guarnere	HS Teacher	Classroom Teacher
Casey	Yoder	HS Teacher	Classroom Teacher
Kristen	Hoffpauir	GI Parent	Parent
Chris	Borne	Groves Community Representative	Community Representative
Crystal	Werkheiser	Technology Director	District-level Professional
Misty	Higgins	SPED Director	District-level Professional
Roxanne	Ferguson	Curriculum	District-level Professional
Julie	Gauthier	Deputy Superintendent	Administrator
Hillary	Erwin	PNP Classroom Teacher	Classroom Teacher
Luci	Bailey	HS Parent	Parent
Abby	Youngblood	PNP Parent	Parent
Heather	Burton	Business Member - Port Neches	Business Representative
Adam	Anders	Port Neches Community Representative	Community Representative
Don	Sandell	High School Administrator	Administrator
Kaleigh	Gaspard	High School Special Populations	Special Populations
Kelly	McAfee	GP Teacher	Classroom Teacher
Julie	Latiolais	AEC Teacher	Classroom Teacher
Annette	Meier	High School Teacher	Classroom Teacher



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Staci Gary



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Child Abuse and Neglect	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Coordinated Health Program	Tanya Davis	9/4/2025	Julie Gauthier	6/27/2024
Decision-Making and Planning Policy Evaluation	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Disciplinary Alternative Education Program (DAEP)	Brian Waguespack	9/4/2025	Julie Gauthier	6/27/2024
Dropout Prevention	Campus Principal	9/4/2025	Julie Gauthier	6/27/2024
Dyslexia Treatment Program	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part C Migrant	Staci Gary	9/4/2025	Julie Gauthier	8/21/2024
Pregnancy Related Services	Campus Nurse	9/4/2025	Julie Gauthier	6/27/2024
Post-Secondary Preparedness	Campus Counselors	9/4/2025	Julie Gauthier	6/27/2024
Recruiting Teachers and Paraprofessionals	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Crisis Intervention Programs and Training	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Discipline/Conflict/ Violence Management	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Texas Behavior Support Initiative (TBSI)	Misty Higgins	9/4/2025	Julie Gauthier	6/27/2024
Technology Integration	Crystal Werkheiser	9/4/2025	Julie Gauthier	6/27/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Staci Gary	6/27/2024	Julie Gauthier	8/21/2024
Parent and Family Engagement Plan	Staci Gary	9/3/2026	Julie Gauthier	6/27/2024