

Port Neches-Groves Independent School District



Port Neches Intermediate School

Accountability Rating: B

2026-2027 Campus Improvement Plan

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

Every student, every day, learning and growing in every way!

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Comprehensive Needs Assessment

Demographics

Summary

Port Neches Intermediate proudly opened its doors for the first time for the 2023-2024 school year, marking the beginning of a new chapter in our community's educational journey. As a new campus, we are dedicated to striving for excellence and ensuring that we meet the diverse needs of all our students. Our commitment is unwavering in making every decision with the best interests of our students at heart, ensuring that their educational experience is both enriching and supportive.

We take pride in representing all students and members of the community, fostering an inclusive environment where every individual feels valued and respected. As a Title 1 campus within the Port Neches-Groves Independent School District, we are committed to providing equitable educational opportunities and resources to support the academic success of all our students. Our focus is on maintaining high academic expectations while simultaneously offering a loving and nurturing environment that addresses the social and emotional needs of our students, helping them to grow into well-rounded individuals.

Port Neches-Groves Independent School District is a district steeped in honor, pride, and tradition, and we are proud to be a part of this legacy. Our mission is centered around the well-being and development of children, and we are dedicated to doing what is best for them. By fostering a supportive and challenging educational environment, we aim to prepare our students for future success while instilling in them the values of our community.

ENROLLMENT

CAMPUS	YEAR	STUDENT ENROLLMENT	FEMALE	MALE	3rd Gr	4th Gr	5th Gr
PNI	24-25	604	305	299	186	213	205
PNI	23-24	594	303	291	199	201	194

Over the past few years, our school has experienced a steady increase in student enrollment. In the 2024-2025 academic year, we have reached a total enrollment of 604 students, with a nearly balanced gender distribution of 305 females and 299 males. This growth is a positive indicator of our school's reputation and the trust that families place in our educational offerings.

Breaking down the enrollment by grade level for the current year, we have 186 students in the 3rd grade, 213 in the 4th grade, and 205 in the 5th grade. This distribution suggests a healthy progression of students through the grades, ensuring that each cohort is well-supported and that resources are appropriately allocated to meet their educational needs.

Looking at the previous academic year, 2023-2024, we had an enrollment of 594 students, with 303 females and 291 males. The numbers for each grade were 199 in 3rd grade, 201 in 4th grade, and 194 in 5th grade. This data reflects a consistent enrollment pattern, which allows us to plan effectively for curriculum delivery and resource management.

ATTENDANCE

		PERCENTAGE		
CAMPUS	YEAR	IN	EXCUSED	UNEXCUSED

ATTENDANCE				
PNI	24-25	95.04%	47.6%	52.4%
PNI	23-24	94.5%	42.7%	57.3%
PNE	22-23	95.93%		
PNE	21-22	94.9%		
PNE	20-21	95.1% (COVID positive cases and quarantines factored in to the lower attendance rate)		
PNE	19-20	97.02% (through the 4th six weeks due to COVID 19)		
PNE	18-19	96.6%		
PNE	17-18	97.5%		

Our attendance data over the years reflects a strong commitment to maintaining high levels of student presence on campus. For the 2024-2025 academic year, we achieved a commendable attendance rate of 95.04%, with a slight increase from the previous year's 94.5%. This improvement is indicative of our ongoing efforts to encourage regular attendance and address barriers that may prevent students from attending school. However, it is important to note that the percentage of unexcused absences remains higher than excused absences, with 52.4% unexcused in 2024-2025 compared to 57.3% in 2023-2024. This highlights a need for continued focus on understanding and mitigating the reasons behind unexcused absences.

In the 2022-2023 academic year, our attendance data shows an anomaly with a reported rate of 5.93%. This figure requires further investigation to ensure accurate reporting and to identify any underlying issues that may have contributed to this discrepancy. Prior to this, the 2021-2022 and 2020-2021 academic years saw attendance rates of 94.9% and 95.1%, respectively. The slight dip in 2020-2021 can be attributed to the impact of COVID-19, as positive cases and necessary quarantines affected our ability to maintain higher attendance levels.

Looking back further, the 2019-2020 academic year recorded an impressive attendance rate of 97.02% through the fourth six weeks, before the onset of the COVID-19 pandemic. This was consistent with the 2018-2019 and 2017-2018 academic years, which saw attendance rates of 96.6% and 97.5%, respectively. These figures reflect a period of stability and high engagement among our student body, which we aim to return to as we continue to navigate the challenges posed by the pandemic and other factors affecting attendance. Our goal remains to foster an environment where students are motivated and able to attend school consistently, thereby enhancing their educational experience and outcomes.

ETHNICITY

Campus	Year	White	African American	Hispanic	Asian
PNI	24-25	58.7%	3.4%	26.2%	7.9%
PNI	23-24	60%	3.5%	26%	7.6%
PNE	22-23	62.1%	4.3%	26.1%	7.5%
PNE	21-22	60%	2.3%	25.4%	10.1%
PNE	20-21	60.2%	2.2%	25.3%	9.7%
PNE	19-20	68.7%	2.9%	19.8%	6.3%

Over the past several years, our school has observed a gradual shift in the ethnic composition of our student body. In the most recent academic year, 2024-2025, the percentage of White students has decreased to 58.7% from 60% in the previous year, continuing a trend from 68.7% in 2019-2020. This indicates a diversification of our student population, which enriches our campus culture and learning environment.

The percentage of African American students has remained relatively stable, with a slight decrease from 3.5% in 2023-2024 to 3.4% in 2024-2025. This stability suggests that while there are fluctuations in other ethnic groups, the representation of African American students has been consistent over the years.

Hispanic students have consistently made up a significant portion of our student body, with a slight increase from 26% in 2023-2024 to 26.2% in 2024-2025. This steady presence highlights the importance of continuing to support and engage with our Hispanic community to ensure their success and inclusion in all aspects of school life.

Overall, these changes in our student demographics underscore the dynamic nature of our school community. As we continue to evolve, it is imperative that we adapt our programs and initiatives to meet the diverse needs of our students, ensuring that every individual has the opportunity to thrive academically and socially.

DISCIPLINE

REFERRAL COMPARISON	
Year	# of Referrals
24-25	111
23-24	60

The data on discipline referrals indicates a significant increase in the number of referrals from the academic year 2023-2024 to 2024-2025, rising from 60 to 111. This upward trend suggests a need to closely examine the factors contributing to this increase and to implement strategies aimed at improving student behavior and reducing the number of incidents that lead to referrals. It is essential to engage with both staff and students to understand the underlying causes and to foster a more positive and conducive learning environment.

SPECIAL PROGRAMS

- Special ED
- Specialized Academic Instruction
- Behavior Academics Class
- Speech
- Section 504
- Dyslexia
- Title
- Gifted and Talented
- ESL -certified teacher provides assistance for those ELL students entering the country
- WIN
- Technology
- UIL
- Art
- Choir
- Science Lab

AT-RISK

Students are identified by using the At-Risk indicators which include STAR Renaissance 360 BOY, retention, not reaching approaches for STAAR, homeless, LEP, foster care, economically disadvantaged, etc. PNI utilizes STAR Reading, STAR Math, and STAAR results in an effort to identify students in need of intervention. Data is also collected from all assessments and used for the Rtl process.

ECONOMICALLY DISADVANTAGED

Campus	Year	Economically Disadvantaged	English Learners	Special Education	504
PNI	24-25	40.2%	7.5%	18.2%	7.3%
PNI	23-24	39.9%	8.5%	16.6%	
PNE	22-23	40.8%	8.1%	13.1%	
PNE	21-22	34.6%	6.6%	8.6%	
PNE	20-21	34.5%	6.7%	8.1%	

Over the past few years, our campus has seen a notable increase in the percentage of economically disadvantaged students. In the 2024-2025 academic year, this group constituted 40.2% of our student body, a slight increase from 39.9% in the previous year. This trend highlights the growing need for targeted support and resources to ensure that all students, regardless of their economic background, have equal opportunities to succeed academically.

The percentage of English learners on our campus has shown some fluctuation over the years. In the 2023-2024 school year, 8.5% of our students were English learners, which was a slight increase from 8.1% in the 2022-2023 year. However, this number decreased to 7.5% in the 2024-2025 academic year. This data suggests a dynamic population that requires ongoing attention to language acquisition programs to support these students in achieving proficiency and academic success.

Our special education population has also experienced growth, with 18.2% of students receiving special education services in the 2024-2025 school year, up from 16.6% the previous year. This increase from 13.1% in the 2022-2023 year indicates a rising demand for specialized instructional strategies and resources to accommodate diverse learning needs and ensure that all students receive a quality education tailored to their individual requirements.

Overall, these trends underscore the importance of adapting our educational strategies and resources to meet the evolving needs of our student population. By focusing on inclusivity and support, we can create an environment where every student has the opportunity to thrive.

TEACHER CERTIFICATION/QUALIFICATION DATA

100% of PNI's faculty is certified.

PARAPROFESSIONALS AND OTHER STAFF QUALIFICATIONS

Paraprofessionals receive training through PNGISD and certification through Region 5.

STAFF EFFECTIVENESS IN RELATION TO STUDENT ACHIEVEMENT

PNGISD uses T-TESS for teacher appraisals. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Teachers are also using digital platforms such as Google Classroom as we move toward more student-centered instruction to meet the needs of all types of learners.

SPECIAL PROGRAMS QUALIFICAITONS

The Rtl process is used to determine and provide appropriate interventions for students as well as progress monitoring.

Strengths

The **demographic strengths** of Port Neches Intermediate (PNI) are numerous and speak to a well-rounded, growing, and increasingly diverse educational environment. Here are the key demographic strengths:

1. Enrollment Growth and Stability

- Enrollment has increased from **361 in 2021–2022** to **604 in 2024–2025**, showing strong community trust and positive reputation.
- This steady upward trend is a clear indicator of the school’s growing appeal and effectiveness.

2. Gender Balance

- Gender distribution remains nearly equal (305 females / 299 males in 2024–2025), which supports balanced classroom dynamics and program development.

3. Ethnic Diversity

- The student population is becoming increasingly diverse:
 - White: **58.7%**
 - Hispanic: **26.2%**
 - Asian: **7.9%**
 - African American: **3.4%**
- The increase in Asian and Hispanic populations enriches the cultural experience and provides opportunities for inclusive programming and multicultural engagement.

4. Consistently High Attendance

- Attendance has remained strong at **95.04%** in 2024–2025, up from 94.5% the prior year.
- This suggests positive student engagement and a supportive school climate that encourages daily attendance.

5. Strong Support for Diverse Learners

- A growing number of students are identified for special education (**18.2%**) and Section 504 (**7.3%**), reflecting effective student identification and support systems.
- Title I designation ensures equitable funding to meet the needs of economically disadvantaged students (**40.2%**), with clear commitment to their success.

6. Effective Staffing

- **100% of faculty is certified**, ensuring all students receive instruction from qualified professionals.
- Ongoing professional development for paraprofessionals and strong appraisal systems (T-TESS) emphasize instructional quality and continuous growth.

7. Strong Academic and Extracurricular Program Offerings

- Special programs like **Gifted and Talented, ESL support, Special Education, Dyslexia services, WIN, UIL, Science Lab, Choir, and Art** highlight a comprehensive education that supports all learner profiles.

8. Inclusive and Student-Centered Philosophy

- The campus prioritizes **social-emotional learning**, cultural inclusion, and equitable access, ensuring that all students feel respected and supported.

Problem Statements Identifying Demographics Needs

Problem Statement		Root Cause
1 ★	We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

★ = Priority

Student Learning

Summary

STAAR Results

PORT NECHES INTERMEDIATE
STAAR Percentages
Spring 24 and Spring 25 Comparison

RLA	Approaches			Meets			Masters		
	2024	2025	+/-	2024	2025	+/-	2024	2025	+/-
3rd	83	87	+4	58	69	+11	23	35	+12
4th	88	89	+1	65	70	+5	30	33	+3
5th	87	87	0	64	72	+8	34	36	+2

MATH	Approaches			Meets			Masters		
	2024	2025	+/-	2024	2025	+/-	2024	2025	+/-
3rd	73	80	+7	47	51	+4	16	26	+10
4th	72	70	-2	40	44	+4	15	21	+6
5th	84	85	+1	50	57	+7	16	28	+12

SCIENCE	Approaches			Meets			Masters		
	2024	2025	+/-	2024	2025	+/-	2024	2025	+/-
5th	71	85	+14	35	45	+10	15	17	+2

Port Neches Intermediate is showing **exceptional academic momentum** heading into 2025, especially in **5th grade Science and Math**, and **3rd grade RLA**. Growth is strongest in pushing students from **Approaches to Meets**, and in several cases, from **Meets to Masters**. **This reflects effective instructional strategies and strong grade-level collaboration.**

BENCHMARK TESTING

Port Neches Elementary's state assessment scores remain consistent each year. Our campus performs benchmarks at the beginning, middle and end of each school year through the STAR Renaissance program. These benchmarks show student achievement and growth in reading and math. Our campuses have been restructured. We are now Port Neches Intermediate servicing grades three through five.

24-25 STAR RENAISSANCE

Test	Grade	BOY	EOY	Progress
STAR Reading	3	3.1	4.2	+1.1
STAR Math	3	2.9	4.5	+1.6

STAR Reading	4	4.3	5.3	+1.0
STAR Math	4	4.1	5.5	+1.4
STAR Reading	5	5.2	6.3	+1.1
STAR Math	5	5.0	6.8	+1.8

23-24 STAR RENAISSANCE

Test	Grade	BOY	EOY	Progress
STAR Reading	3	3.2	3.9	+0.7
STAR Math	3	3.2	4.5	+1.3
STAR Reading	4	4.3	4.9	+0.6
STAR Math	4	4.5	5.7	+1.2
STAR Reading	5	4.9	5.4	+0.5
STAR Math	5	5.3	6.4	+1.1

22-23 STAR RENAISSANCE

Test	Grade	BOY	EOY	Progress
STAR Reading	4	4.1	4.9	+.8
STAR Math	4	4.3	5.5	+1.2
STAR Reading	5	4.5	6.1	+1.6
STAR Math	5	5.2	7.2	+2.0

TEA State Accountability Rating

	2022 - PNE	2023 - PNE	2024 - PNI
Overall Rating	B	B	B
Academic Achievement Distinctions	None	-Academic Achievement in RLA -Top 25% Comparative Academic Growth	None

Strengths

Reading and Math Benchmarks are showing substantial student growth year after year. Individual student needs are identified through STAR Renaissance, STAAR, Progress Monitoring (Rtl Tier II, Tier III), STEM ScopesMath, Education Galaxy, Topic Tests, Unit Assessments, and District Benchmarks. 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, push-in services, peer tutors, extra-help personnel, and computer programs.

Port Neches Intermediate (PNI) demonstrates multiple areas of academic strength based on longitudinal STAAR results, STAR Renaissance benchmark data, and TEA accountability distinctions. These strengths support our continued focus on sustaining high levels of academic growth and achievement across all grade levels.

Reading/Language Arts (RLA) Strengths

- Consistently High Performance in STAAR RLA:
 - 5th grade students performed well with **64% meeting** and **34% mastering** the 2024 STAAR.
 - 4th grade saw an increase in *Masters* level performance from **24% (2023) to 30% (2024)**.
- Growth Validated by Benchmarks:
 - STAR Renaissance Reading scores showed **1+ year of growth** across all tested grade levels in 2024–2025.
 - 3rd Grade: +1.1
 - 4th Grade: +1.0
 - 5th Grade: +1.1
- State Recognition:
 - TEA Academic Distinction earned in 2023 for **Academic Achievement in RLA**.

Mathematics Strengths

- Exceptional Student Growth:
 - 2024–2025 STAR Renaissance data demonstrates **strong growth exceeding one academic year** in all grades.
 - 3rd Grade: +1.6
 - 4th Grade: +1.4
 - 5th Grade: +1.8
- STAAR Performance Trends:

- 5th grade continues to perform well above the state average in *Approaches* (84%) and *Meets* (50%) in 2024.
 - 3rd grade shows stable proficiency at *Approaches* level (73% both years) and modest gains in *Meets* (44% to 47%).
-

Science Strengths

- **High STAAR Science Achievement:**
 - In 2023–2024, **71% of 5th grade students met standard**, exceeding both the **state average (56%)** and **regional average (66%)**, indicating effective science instruction and conceptual understanding.
-

Overall Academic Achievement and Growth

- **TEA Distinction for Growth:**
 - Earned **Top 25% Comparative Academic Growth** distinction in 2023, reflecting students' ability to exceed expected academic progress.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	5th grade math Meets and Masters performance declined.	Instruction may be focused more on foundational skills than rigorous problem solving.

★ = Priority

School Processes & Programs

Summary

Standards-Based Curriculum

Port Neches-Groves Independent School District has implemented TEKS Resource Management System and Lead4ward for curriculum. We are utilizing all available teachers and paraprofessionals as our interventionists to provide push-in as well as pull-out assistance RtI/WIN time. All math and science teachers have adopted the STEMScopes Research Based Curriculum.

Instructional Design/Delivery and High Yield Strategies

Our classes are departmentalized for all subjects. This allows master teachers the opportunity to specialize in their subject area. PNI's goal is student-centered classrooms with differentiated instruction that can meet the needs of all learners.

Individualized/Differentiated Strategies and Processes

Port Neches Intermediate relies heavily on data analysis to drive the curriculum. DMAC offers a variety of data analysis reports and is used throughout the year to look at student expectations, strengths and weaknesses. Data collection/disaggregation is used to identify learning strategies to 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 at all times, with all learning styles taken into consideration.

RtI process has been implemented across all grade levels.

PLCs and collaborative grade level and subject area planning days are offered each six weeks.

Special Education

Special Education continues to experience an increase in the number of students qualifying for services. With the restructuring of elementary campuses, Port Neches Intermediate now houses a Behavior Academics class and a Specialized Academics instruction class.

Dyslexia

A consistent district-wide dyslexia curriculum (Reading by Design) is being used for the 2024-2025 school year. PNI's trained dyslexia teachers oversees the progress of dyslexia students.

ESL

PN-GISD has a continuous upward trend in the number of English Learners. The ESL program serves students identified as English Learners by providing an ESL certified teacher who provides RLA instruction exclusively, while the student remains in regular educational mainstream instruction or the student is pulled out by an ESL Specialist who work with the student to become proficient in the English language. Port Neches Intermediate continues to address the needs of English Language students by increasing the number of certified ESL teachers available to serve students. By the end of the 2024-2025 school year, 100% of the PNI teachers will be ESL certified.

Benchmark Assessments

The district continues to implement a STAR benchmark plan for the purpose of gathering data to support teachers in their areas of need. TEA is offering three Interim Assessments in Math, Reading, and Science for the upcoming school year.

Recruit/Support/Retain

Port Neches Intermediate recruits, hires, and retains high quality employees. Applicants must be screened and interviewed to ensure that they meet the high standards required by the district. New teachers hired at Port Neches Intermediate are assigned a mentor teacher. High quality professional development is provided to all staff members at the beginning of the year as well as throughout the school year as needed.

Strengths

The **School Processes and Programs Strengths** for Port Neches Intermediate are as follows:

1. Strong Systems for Monitoring Teacher Effectiveness

- **Strengths Identified:**
 - Effective use of walkthroughs, T-TESS appraisals, and structured conferences (BOY, MOY, EOY).
 - Regular faculty meetings help communicate expectations and instructional goals.
 - **What This Shows:**
 - There is a well-established process for evaluating, supporting, and growing teacher performance, with consistent monitoring and feedback loops.
-

2. Positive and Supportive School Culture

- **Strengths Identified:**
 - Staff morale is high; multiple comments highlight a welcoming, family-like environment.
 - Teachers feel valued, supported, and proud to work on campus.
 - Clear and open communication is maintained between administration and staff.
 - Systems like morning/afternoon routines and recognition of student achievements are in place and celebrated.
 - **What This Shows:**
 - The campus excels in creating a culture where both staff and students thrive, which supports retention, motivation, and academic success.
-

3. Effective Use of Instructional Strategies and Professional Learning

- **Strengths Identified:**
 - Teachers report consistent exposure to research-based strategies through Lead4Ward, Carlin Liborio, RBIS training, and StemScopes.
 - Staff are committed to implementing strategies to increase engagement, even when materials fall short.
 - **What This Shows:**
 - While materials may need improvement, your teachers are resourceful and willing to implement high-impact strategies for student learning.
-

4. Staff Collaboration and Teamwork

- **Strengths Identified:**
 - Team teaching models and grade-specific SPED support are praised.
 - Teachers report strong collaboration and a willingness to help one another.
 - Vertical alignment and staff unity are noted as strengths.
 - **What This Shows:**
 - Strong collaborative structures are in place, fostering effective planning and problem-solving across grade levels and teams.
-

5. Student-Centered Decision Making

- **Strengths Identified:**

- Many teachers feel that leadership consistently puts student needs first.
- Programs like SCALPEM and student leadership opportunities are appreciated.
- Staff value practices and events (e.g., Tribe events, scheduling decisions) that benefit both academics and student well-being.

- **What This Shows:**

- The school maintains a clear focus on doing what's best for students, both academically and socially.

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement		Root Cause
1 ★	Inconsistent use of data to drive instruction.	Teachers need more admin and curriculum support in data use.

★ = Priority

Perceptions

Summary

School Culture and Climate

Port Neches Intermediate's top priority is to promote a positive school climate and culture. Port Neches Intermediate implements the *House System* modeled after the Ron Clark Academy.

The purpose of the *House System* is as follows:

- to build and promote community across the grade levels and throughout the school
- to encourage positive behavior and expectations
- to teach students to take ownership of their role in the community
- to promote collaboration, teamwork and cooperation
- to promote healthy competition
- to grow self esteem
- to encourage positive attitude toward school and others

The mission of the *House System* is to inspire, engage, and prepare each student for tomorrow by encouraging creativity, developing the six pillars of character, building strong minds, and promoting healthy bodies.

#LittleFeathersFlyAtPNI is used by faculty and parents on all social media posts to promote a positive climate. Students that are new to the building are offered a student guided tour and a detailed brochure to ease anxiety.

Substitutes, parents and potential applicants are complimentary of the school's atmosphere. Parent input is received through parental surveys, as well as face to face interactions. Parent Conferences are held every year over a three day period. All parents are given the opportunity to meet with their child's teacher(s). Parents are allowed to select a day/time for the meeting. If needed, conferences are rescheduled or held over the phone.

To ensure our students feel safe on our school campus, we conduct drills and have classroom lessons that teach safety procedures. Port Neches Intermediate continues to lock all outside doors, and implements safety procedures for non-school personnel to enter campuses along with positioning city police officers randomly walking through the campus on a daily routine. Port Neches Intermediate students' attitudes and high attendance rates continue to show the positives of our school climate.

Family and Community Engagement

Port Neches Intermediate Parent Survey results show that parents value staff members, and feel that the school atmosphere is caring and friendly.

Many parents interact positively with Port Neches Intermediate's Facebook Page in the comments section. The page clearly celebrates the accomplishments of our students and teachers.

Port Neches Intermediate teachers expect parents to be team players in their child's education, working with teachers to increase student success. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities. Based upon parent participation, communications appear to be highly effective.

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

Informal Parent Meetings
Parent Teacher Conferences
Meet the Teacher Night/Back to School Bash
Holiday Baskets/Food Drives
Valentine Daddy/Daughter Dance
Helmets and Heels-Mother/Son Flag Football Game
Grade Level Programs
Class Projects, Plays, and Programs
Grandparents' Day
Backpack Buddy Program
Rainbow Room Collections
Garth House Penny Drive
Class Parties
Field Trip Chaperones
Title Family Engagement Nights
Tribe Pep Rallies
Fundraisers
PTO
Homeroom Moms - Tribe Moms
Teacher Appreciation Week
Book Fair
Campus Committee Members

Port Neches Intermediate encourages community interest and involvement to enrich our curriculum and enhance our student participation and achievement by collaborating with business partners. Business partnerships are recruited by the principal, teachers, and parents of Port Neches Intermediate. There is also an established Site Based Decision Making Committee composed of administrators, parents, teachers, and community members to support Port Neches Intermediate's goals. Parents and community members can be heard through the following methods as well: Open-Door Policy of the Principal, PNGISD Web-Site, Port Neches Intermediate's Facebook Page, Remind, Teacher Web Pages, Email, Port Neches Intermediate PTO, and Teacher Conferences: Two days in October.

To enhance home/school communications of our multicultural families, information is translated into home languages, as needed, by the ESL teacher, a native language speaking paraprofessional, or a parent volunteer. PNGISD's website can be translated into many languages.

Parent & Family Engagement Survey Summary – Spring 2025

Survey Participation Out of 605 enrolled students, 36 parents responded to this year's Parent & Family Engagement Survey, representing approximately 6% of our student population. While this is a low response rate, it may reflect that many parents are generally satisfied with their child's experience at PNI and may not feel compelled to provide feedback unless they have concerns.

KEY FINDINGS

Communication

- **94.4%** of parents rated school communication (newsletters, emails, Remind, social media) as *Excellent* or *Good*.
- Only **2 parents** indicated a need for improvement.
- Several comments praised the consistency and clarity of communication. One parent noted the Remind app can feel overwhelming when managing multiple children, and another suggested using Facebook tagging features to increase visibility.

Comfort with Contacting Staff

- **88.9%** of parents feel *Very* or *Somewhat Comfortable* reaching out to teachers and administrators.
- Only **2 parents** indicated they feel neutral, and one expressed discomfort.
- Positive comments described staff as approachable and supportive, though a few indicated room for growth in building stronger teacher-student or teacher-parent relationships.

Student Comfort and Support

- **91.7%** of parents believe their child is at least *Somewhat Comfortable* asking adults at school for help.
- Most respondents feel PNI creates a positive learning environment (**91.7%** said “Extremely” or “Quite well”).
- A few concerns were expressed in the open comments about inconsistency in how discipline is handled or how some staff respond under stress.

Events & Engagement

- **91.7%** of parents reported attending school events this year.
- When asked what types of events they'd like to see more of:
 - **64%** want more student performances.
 - **50%** want more family fun nights.
 - **31%** would like academic nights.
 - Notably, **0%** selected parent workshops, suggesting these may not be a high priority.

Student Experience & School Climate

- **86.1%** of parents feel PNI's approach to discipline works well for their child.
- **97.3%** of parents said the front office staff is friendly and accommodating.
- **94.4%** agreed dismissal procedures are quick, safe, and organized.
 - The two neutral responses likely came from parents of bus riders, who may not be as directly involved in pickup routines.

Student Safety & Belonging

- Nearly all respondents said their child feels safe at school.
- Many comments reflected appreciation for the school's welcoming, inclusive environment.
- The Tribe Pep Rallies received mixed feedback: while most parents see them as a positive celebration, a few feel they are repetitive or too lengthy.

Strengths

1. Positive School Atmosphere

- Consistently described as welcoming, nurturing, and safe by parents, staff, and visitors.
- Descriptions like “magical,” “safe and loved,” and “amazing” suggest deep emotional investment and satisfaction.
- Substitutes, applicants, and parents compliment the overall feel and professionalism of the campus.

2. Strong Implementation of the House System

- Clearly defined mission and goals focused on character development, teamwork, and school pride.
- Promotes student leadership, self-esteem, and a sense of belonging across grade levels.
- Healthy competition and collaboration foster motivation and engagement among students.

3. Effective Safety Measures

- Visible safety protocols (locked doors, daily police walk-throughs, regular drills) make families feel secure.
- Parents overwhelmingly agree that students feel safe on campus.

4. High Staff Morale and Cohesion

- Survey and anecdotal feedback reflect a supportive, well-functioning team culture.
- Teachers express pride in working at the school and value collaboration and leadership.

5. Robust Family and Community Engagement

- A wide range of events (e.g., Daddy/Daughter Dance, Mother/Son Football, Pep Rallies) creates authentic family-school connections.
- Active PTO and homeroom mom network shows strong volunteer involvement and support.
- Open-door policy and frequent two-way communication channels enhance accessibility and trust.

6. Excellent Communication

- 94.4% of parents rated communication as Excellent or Good.
- Frequent, clear updates through newsletters, Remind, social media, and the school website.
- Parents feel informed and part of the campus community.

7. Responsive and Approachable Staff

- 88.9% of parents feel comfortable contacting staff.
- High praise for front office staff and teachers who are seen as caring, supportive, and communicative.

8. High Participation in Events

- 91.7% of families attended at least one school event.

- Strong parental interest in performances and family fun nights demonstrates community investment and appreciation.

9. Inclusive and Culturally Responsive Communication

- Efforts to translate materials and messages for multilingual families enhance inclusivity and access.
- Multiple platforms ensure parents have ways to connect that fit their preferences.

•

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Participation rates among our ESL families at campus family engagement events remain lower than desired when compared to the overall student population.	Language barriers, scheduling conflicts, and limited culturally responsive outreach may hinder ESL families' ability to participate fully in campus family engagement opportunities.
2 Inconsistent staff responses to student behavior.	Lack of consistent training and discipline protocols.
3 ★ Need for stronger teacher-student and teacher-parent relationships	Communication styles, large class sizes, new and inexperienced staff

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

We've had a dramatic increase in office referrals compared to last year

Inconsistent behavior expectations, transition stress, lack of SEL programming.

2
★

Inconsistent use of data to drive instruction.

Teachers need more admin and curriculum support in data use.

3
★

Need for stronger teacher-student and teacher-parent relationships

Communication styles, large class sizes, new and inexperienced staff

4
★

Participation rates among our ESL families at campus family engagement events remain lower than desired when compared to the overall student population.

Language barriers, scheduling conflicts, and limited culturally responsive outreach may hinder ESL families' ability to participate fully in campus family engagement opportunities.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ Local benchmark or common assessments data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data



Goals

Goal 1

Port Neches Intermediate will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 1 High Priority

By the end of the school year, all students will show growth on their READING and MATH district benchmark.

Evaluation Data Source: STAR District Benchmarks in Reading and Math

Strategy 1

Conduct district benchmark testing (STAR) to identify At-Risk students three times each year.

Strategy's Expected Result/Impact: Benchmark testing will confirm curriculum and instruction effectiveness.

Benchmark testing will show student achievement and progress.

Staff Responsible for Monitoring: Principal

Reading and Math Teachers

Curriculum Coordinator

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Fund,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

PNI teachers will plan together and work in data focused PLCs in order to enhance core instruction in the classroom with a focus on the TEKS Resource System and PNGISD Pacing Guides.

Strategy's Expected Result/Impact: Common planning and PLCs will lead to academic growth and will close achievement gaps.

Staff Responsible for Monitoring: Principal

Assistant Principal

Reading and Math Teachers

Instructional Coach

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 3

Reading teachers will implement daily independent reading and monitor progress through status of the class.

Strategy's Expected Result/Impact: Students will be held accountable for daily reading which will lead to growth in reading.

Staff Responsible for Monitoring: Principal
Assistant Principal
Miranda Harmon
Reading Teachers

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 4

In accordance with the prioritized needs assessment, teachers will target missed skills through WIN, Reading Interventionist, reteaching, tutorials, small group instruction and common assessments that align with the district grading policy.

Strategy's Expected Result/Impact: Strategies will strengthen student knowledge and help close the achievement gaps. Teachers will work consistently to maintain common grading policy.

Staff Responsible for Monitoring: Principal
Curriculum Coordinators

Problem Statements: School Processes & Programs 1

Formative Reviews

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Strategy 5

In accordance with the required district comprehensive needs assessment for Title IV, Part A (SSAE) funds, Port Neches Intermediate will utilize redirected Title IV funds to cover 100% of the salary of two teachers who spend 100% of their Title I-allowable instructional time at this Title I, Part A Schoolwide campus.

Strategy's Expected Result/Impact: The hiring of this teacher will lead to academic growth and will close achievement gaps.

Staff Responsible for Monitoring: Principal
Curriculum & Instruction

Problem Statements: School Processes & Programs 1

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent use of data to drive instruction.

Teachers need more admin and curriculum support in data use.

Performance Objective 2

Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review and Dismissal (ARD) Committee meetings, and will demonstrate success on their IEP's.

Evaluation Data Source: Six-Weeks Progress Reports, IEP Goal Mastery

Strategy 1

PNI will target all students through special programs and differentiated instruction. This includes our diverse student population including SPED and ESL.

Strategy's Expected Result/Impact:
Special programs will lead to IEP and TELPAS goal mastery of At-Risk students.

Staff Responsible for Monitoring: Principal
Counselor
General Education Teachers
Special Education Teachers
ESL Specialists
Interventionists

Problem Statements: School Processes & Programs 1

Funding Sources: 199 - General Fund,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Inconsistent use of data to drive instruction.

Teachers need more admin and curriculum support in data use.

Goal 2

Port Neches Intermediate will establish and maintain programs to encourage higher attendance.

Performance Objective 1

The attendance rate for all students will be at least 97%.

Evaluation Data Source: Accountability Rating System Report, PEIMS Report

Strategy 1

Recognize and award prizes to students achieving perfect attendance each six weeks during Tribe Celebrations.

Strategy's Expected Result/Impact: Attendance Rate will improve. Less truancy.

Staff Responsible for Monitoring: Assistant Principal

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 2

Daily contact will be maintained with parents of absent students.

Strategy's Expected Result/Impact: Attendance Rate will improve. Less truancy.

Staff Responsible for Monitoring: Nurse

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 3

After 3 unexcused absences, PNI will send an automated letter through Skyward to parents of students who are at risk of losing credit for excessive absences and may require make-up time after school.

Strategy's Expected Result/Impact: Enforcing student attendance laws will lead to increased student attendance.

Staff Responsible for Monitoring: Assistant Principal
Clerk

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 4

Attendance Committee will investigate reasons for students with excessive absences.
Committee/Principal will take into consideration students with medically necessary absences.

Strategy's Expected Result/Impact: Attendance Rate will improve. Less truancy.

Staff Responsible for Monitoring: Assistant Principal
Attendance Committee

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 5

Post Attendance Newsletter on Social Media.

Strategy's Expected Result/Impact: Attendance Rate will improve. Less truancy.

Staff Responsible for Monitoring: Principal

Formative Reviews

NovemberFebruaryMayMay

Strategy 6

Districtwide PNG will celebrate Attendance Awareness Month in September.

Strategy's Expected Result/Impact: Attendance rate will improve. Less Truancy.

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

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May

May

Goal 3

Port Neches Intermediate will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional well being.

Performance Objective 1

Port Neches Intermediate faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source: Raptor, Attendance Rosters, Exterior Door Security Audits, Drill Reports

Strategy 1

All doors will remain locked, and all visitors will sign in at the office. They will be issued a badge for access to areas on campus.

Strategy's Expected Result/Impact: The campus will be secure. Visitors will be easily recognized due to visitor's badge. Strangers will not be allowed on campus. All visitors will be closely monitored.

Staff Responsible for Monitoring: Principal
Secretary
Clerk
Nurse

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Formative Reviews

November	February	May	May
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Strategy 2

Teachers will wear identification badges at all times

Strategy's Expected Result/Impact: Teachers will be easy to identify. Teachers wearing badges is in line with the district safety and security protocol.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Formative Reviews

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Strategy 3

Safety drills will be conducted through Raptor App throughout the year. An Action Review will be conducted immediately following each drill.

Strategy's Expected Result/Impact: Students and staff will understand what is expected of them in an emergency situation.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 4

Full time School Marshall will be readily available on a daily basis.

Strategy's Expected Result/Impact: Community awareness

Staff Responsible for Monitoring: Principal
Port Neches Police Department

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Formative Reviews

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Strategy 5

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: Principal

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Performance Objective 2

Port Neches Intermediate will ensure a safe school environment that encourages inclusion and positive behavior throughout the school year.

Evaluation Data Source: Skyward Discipline Report, Model Citizen Recognition, Display of Lil NDN Caught Being Good, Counselor Documentation, Tribe Pep Rally recognition, Be The Nice Kid Behavior Report

Strategy 1

Administer a Character Education program.
Provide Conflict Resolution counseling .
Provide Drug and Alcohol Awareness counseling. Provide Bully Prevention counseling.

Strategy's Expected Result/Impact: Students will exhibit good character, resolve peer conflict, and learn the harmful effects of drugs. Bullying will be prevented.

Staff Responsible for Monitoring: Principal
Counselor
Teachers

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Funding Sources: 199 - General Fund,

Formative Reviews

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Strategy 2

Implement Tribe System to encourage positive behavior and expectations as well as a more inclusive environment for all. Students will be recognized at Tribe Pep Celebrations for positive citizenship/behavior, academics and attendance, and being the nice kid.

Strategy's Expected Result/Impact: Improved Student Behavior, Increased Tribe Celebration participation, Inclusion for all

Staff Responsible for Monitoring: All Faculty and Staff Members

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Funding Sources: 199 - General Fund,

Formative Reviews

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May

Strategy 3

Port Neches Intermediate will offer UIL events and multiple clubs.

Strategy's Expected Result/Impact: Participating students will feel included.

Problem Statements: Demographics 1 - Demographics 1 - School Culture and Climate 1

Formative Reviews

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May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 We've had a dramatic increase in office referrals compared to last year	Inconsistent behavior expectations, transition stress, lack of SEL programming.

Goal 4

Port Neches Intermediate will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1

During the current school year, 100% of instructional staff will be offered high-quality professional development opportunities.

Evaluation Data Source: Professional Development Attendance Records, Non-district PD Registration Information, Responsive Learning

Strategy 1

Provide all teachers opportunities to attend high quality in-services and workshops in variety of areas including instructional strategies, student achievement and other areas needing support.

Strategy's Expected Result/Impact: Professional development will improve classroom instruction and strategies.

Staff Responsible for Monitoring: Principal
Curriculum Coordinator

Problem Statements: School Processes & Programs 1

Funding Sources: 211 - Title I-A,

Formative Reviews

November	February	May	May
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Strategy 2

All staff will be trained in the areas of and reporting child abuse.

Strategy's Expected Result/Impact: Training will bring awareness to child abuse and neglect.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 3

Funding Sources: 199 - General Fund,

Formative Reviews

NovemberFebruaryMayMay

Strategy 3

Provide all staff with state required Suicide Prevention training.

Strategy's Expected Result/Impact: Professional development will create awareness of suicide prevention.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 3

Formative Reviews

NovemberFebruaryMayMay

Strategy 4

Initiate paraprofessional training program.

Problem Statements: Perceptions 3

Formative Reviews

NovemberFebruaryMayMay

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent use of data to drive instruction.	Teachers need more admin and curriculum support in data use.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Need for stronger teacher-student and teacher-parent relationships

Communication styles, large class sizes, new and inexperienced staff

Goal 5

Port Neches Intermediate will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 1

Increase parental engagement of all parents including underrepresented populations and special populations through various in-person and online modes of communication.

Evaluation Data Source: Remind/Parent Square Texts, Parent Involvement Survey, Facebook Comments

Strategy 1

Port Neches Intermediate will encourage detailed communication between home and school through Front Sign, Principal Newsletter, Facebook, Remind/Parent Square, Email, Meet the Teacher Night, Thoughtful Thursdays, Surveys, Tribe Pep Rallies, Parent-Teacher Conferences, Annual Title Meetings, and monthly PTO meetings.

Strategy's Expected Result/Impact: Timely communication will foster a positive parent perception of Port Neches Elementary.

Staff Responsible for Monitoring: Principal
Staff

Problem Statements: Perceptions 1, 3

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	May	May
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Strategy 2

Utilize federal ESSA funds to implement and support Parent and Family Engagement activities

Strategy's Expected Result/Impact: Activities will reinforce parent involvement in core academic instruction.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 3

Formative Reviews

NovemberFebruaryMayMay

Strategy 3

Host a family engagement event each school year that includes activities targeting all families including underrepresented populations, such as ESL and SPED.

Strategy's Expected Result/Impact: Parent/Family engagement activities will foster positive parent perceptions of the school.
Provide all event communications, invitations, and reminders in families' home languages.
Offer interpretation services during family engagement events to ensure meaningful participation.
Incorporate culturally responsive activities that celebrate and honor the backgrounds of our ESL families.

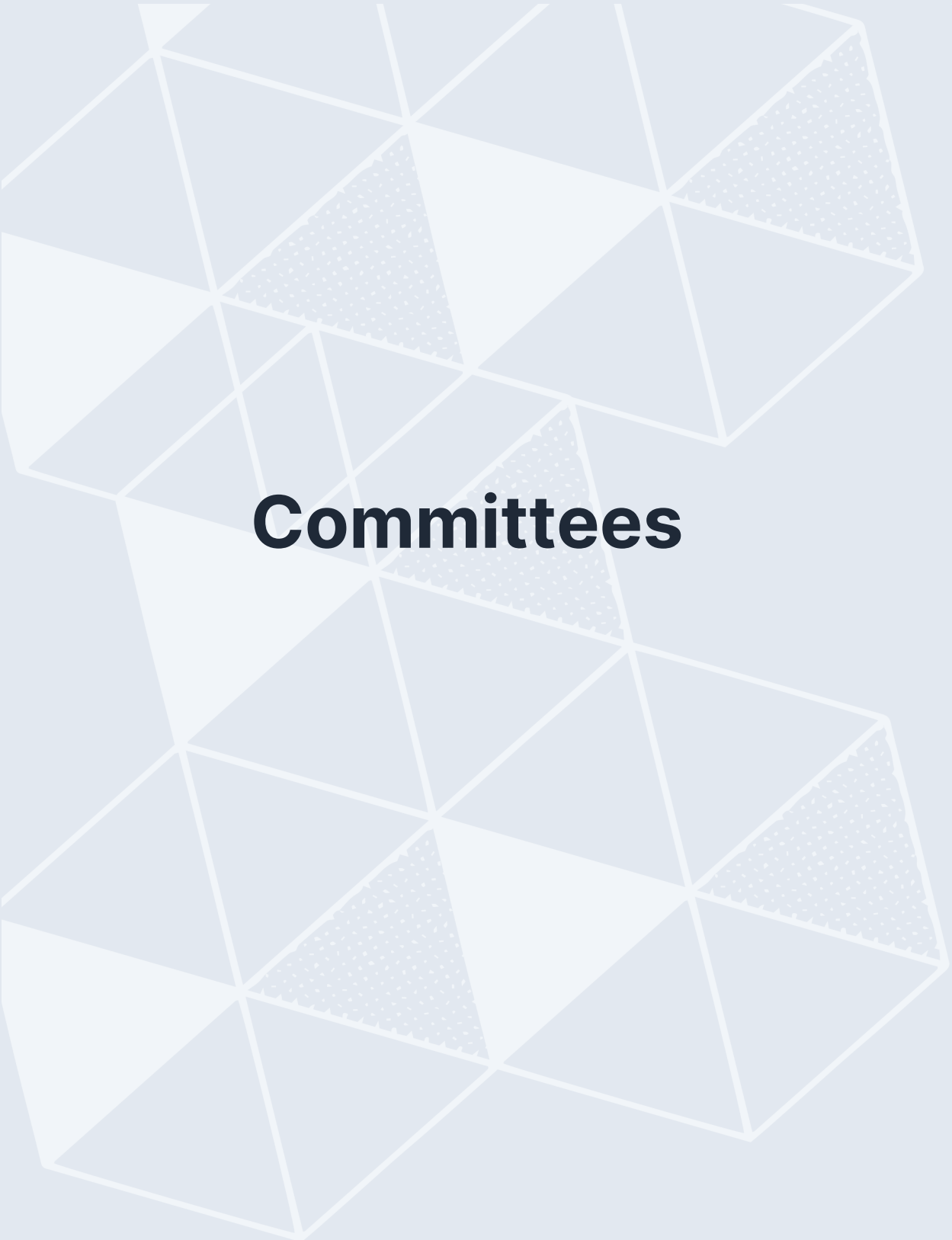
Staff Responsible for Monitoring: Counselor
ESL Specialist
Teachers
Sp ED Teachers

Formative Reviews

NovemberFebruaryMayMay

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Participation rates among our ESL families at campus family engagement events remain lower than desired when compared to the overall student population.	Language barriers, scheduling conflicts, and limited culturally responsive outreach may hinder ESL families' ability to participate fully in campus family engagement opportunities.
3	Need for stronger teacher-student and teacher-parent relationships	Communication styles, large class sizes, new and inexperienced staff



Committees

Committees

2026-2027 Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 22, 2026 @ 3:45 PM	PNI Library	--	--

Members

First Name	Last Name	Position	Committee Role
Emily	Quebodeaux	SpEd Inclusion Paraprofessional	Paraprofessional
Sarah	Borello	3- Self Contained Teacher	Classroom Teacher
Kaleigh	Seward	5- RLA/SS Teacher	Classroom Teacher
Terry	Schwertner	Community Member	Community Member
Kristen	Iwasko	4 - RLA/SS	Classroom Teacher
Jessie	Garcia	Complete Athlete	Business Representative
Robert	Montgomey	Parent	Parent
Holly	Hebert	Gulf Credit Union	Community Member
Misty	Goodridge	Parent	Parent
Amy	Bodden	4- Math/Science Teacher	Classroom Teacher
Christine	Marioneaux	3 - Math/Science Teacher	Classroom Teacher
Sabrina	Weatherly	DEIC	Classroom Teacher
Kim	Lowrie	5 - RLA/SS Teacher	Classroom Teacher
Dana	LaRue	Librarian	Librarian
Kristi	Abshire	ESL Interventionist	Classroom Teacher
Camryn	Prosen	5 - Math/Science Teacher	Classroom Teacher
Corrie	Zepeda	Counselor	Non-classroom Professional
Brandy	Roy	Assistant Principal	Administrator
Ashley	Lofton	Principal	Administrator



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	2	1		--	\$0.00
2	1	1		--	\$0.00
2	1	2		--	\$0.00
2	1	3		--	\$0.00
2	1	4		--	\$0.00
3	1	3		--	\$0.00
3	2	1		--	\$0.00
3	2	2		--	\$0.00
4	1	2		--	\$0.00
5	1	1		--	\$0.00
				Sub-Total	\$0.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1		--	\$0.00
				Sub-Total	\$0.00



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



Addendums

**FEDERALLY FUNDED
ELEMENTARY TEACHER JOB DESCRIPTION
Port Neches-Groves ISD**

Teacher: Amy Bodden

Reports To: Campus Principal

Length of Assignment: 10 months

Primary Purpose:

To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary or middle school education in accordance with each student's ability; to establish good relationships with parents and other staff members.

1) Responsibilities:

Duties of this job include, but are not limited to:

- A. Teaches reading, language arts, social studies, mathematics, science, art, health, physical education, and music to students in a classroom, utilizing course of study adopted by the Board of Education, and other appropriate learning activities.
- B. Instructs students in citizenship and basic subject matter.
- C. Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- D. Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- E. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- F. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- G. Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
- H. Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- I. Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- J. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
- K. Maintains professional competence through in-service education activities provided by professional growth activities.
- L. Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.
- M. Selects and requisitions books and instructional aides; maintains required inventory records.
- N. Supervises students in out-of-classroom activities during the school day.
- O. Administers group standardized tests in accordance with state testing program.

School Year: 2026-2027

- P. Participates in curriculum development programs as required.
- Q. Participates in faculty committees and the sponsorship of student activities.
- R. Performs 100% of instructional duties on a Title I, Part A Schoolwide campus.

2) Qualifications:

- A. Bachelor's degree of related subject from accredited university
- B. Texas teaching certificate
- C. Experience is preferred but not necessary for hiring.

Employee Signature: Amy Keller Date: 8/3/26
Principal Signature: Ashley Lofton Date: 8/3/26

**FEDERALLY FUNDED
ELEMENTARY TEACHER JOB DESCRIPTION
Port Neches-Groves ISD**

Teacher: Sabrina Weatherly

Reports To: Campus Principal

Length of Assignment: 10 months

Primary Purpose:

To create a flexible elementary grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for upper elementary or middle school education in accordance with each student's ability; to establish good relationships with parents and other staff members.

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- B. Instructs students in citizenship and basic subject matter.
- C. Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- D. Uses a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
- E. Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- F. Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- G. Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.
- H. Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- I. Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- J. Creates an effective environment for learning through functional and attractive displays, bulletin boards, and interest centers.
- K. Maintains professional competence through in-service education activities provided by professional growth activities.
- L. Participates cooperatively with the appropriate administrator to develop the method by which the teacher will be evaluated in conformance with guidelines.
- M. Selects and requisitions books and instructional aides; maintains required inventory records.
- N. Supervises students in out-of-classroom activities during the school day.
- O. Administers group standardized tests in accordance with state testing program.

School Year: 2026-2027

- P. Participates in curriculum development programs as required.
- Q. Participates in faculty committees and the sponsorship of student activities.
- R. Performs 100% of instructional duties on a Title I, Part A Schoolwide campus.

2) Qualifications:

- A. Bachelor's degree of related subject from accredited university
- B. Texas teaching certificate
- C. Experience is preferred but not necessary for hiring.

Employee Signature:  Date: 8/3/2026

Principal Signature:  Date: 8/3/2026