

Port Neches-Groves Independent School District



Port Neches-Groves High School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Port Neches-Groves High School is to act with HONOR, take PRIDE in what we do, and uphold our TRADITION of excellence.

Vision

At Port Neches-Groves High School we will meet all students where they are, provide an inclusive environment for learning and extracurricular activities, supply the tools to enter the workforce in a changing world, be contributing citizens and mindful individuals, and empower them to succeed when they leave our halls.

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Comprehensive Needs Assessment

Demographics

Summary

Port Neches-Groves High School had a student population of 1,720 during the 2024-2025 school year with 8.31% ELL, 37.4% Economically Disadvantaged, and a Mobility Rate of 7.7.

Last reported daily attendance rate was 93.61%.

Ethnic Distribution (2024-2025):

- African American 4.6%
- Hispanic 32.2%
- White 53.7 %
- American Indian 0.2 %
- Asian 6 %
- Two or More Races 3.3 %

Strengths

- Consistently good student behavior.
- Consistently good attendance rate.
- Lots of ESL support, including a full time teacher, plus a coordinator.
- We now have inclusion support for all core classes and CTE.
- Continued Content Mastery to help with SPED, ESL, and 504 Students
- 1 full time case manager plus 2 others for all special education students
- Have many teachers who are ESL certified

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	STAAR scores dropped in English and Math.	We need to provide more opportunities for extended learning in these areas.
2 ★	Attendance rate went up last year, but still needs improving.	It has been a challenge to convey the importance of regular attendance at PNGHS.
3 ★	We have a growing population of students with various educational and emotional needs.	Lots of students have moved in who did not start school at PNGISD.

★ = Priority

Student Learning

Summary

STAAR EOC	Approaches	Meets	Masters
English Language Arts I	75	58	13
English Language Arts II	75	58	5
Mathematics	73	32	13
Science	91	60	16
Social Studies	96	74	44

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

Strengths

- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.
- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Algebra 1 scores were below State and Region Average for Meets and Masters	We needed additional opportunities for students to make up the gaps in their math learning.
2★	Our students had a low achievement rate for masters level on all subjects.	Focus of academic success has been on passing the tests, not advanced scores.

★ = Priority

School Processes & Programs

Summary

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

CIC provides input in planning for campus professional development and are given opportunities to evaluate professional development.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas. Also, there is a limited pool of available substitutes, and an even smaller number who would be considered qualified in a particular subject area.

PNGHS offered 51 sections of Advanced, Honors, AP, and dual credit academic classes. Most students earn college credit through college co-enrollment where possible rather than taking the AP exam. Students also achieved articulated credit through the CTE program.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and sample assessment items serve as teacher administered benchmark assessments to predict student success on state assessments. The STAR benchmark assessment is also given to 9th grade English, 10th grade English, and Algebra students for diagnostic purposes.

PNGHS is fortunate to have access to current tools of technology for teaching and learning. Students have access to laptops in our classrooms and teachers have access to Mimio technology and other interactive tools. As technology use increases on campus, so does the need for Internet access and technical support. Also, as laptops age and more curriculum resources are limited to a digital format, updating hardware and streamlining access becomes a priority.

Benchmark testing has been added to all core tested subjects.

Strengths

- Quality faculty and staff
- Mentor teachers support new teachers to facilitate transition and increase retention.
- Data analysis drives instructional decision-making.
- Teachers annually review and revise curriculum maps based on assessment data.
- Collaboration allows for horizontal and vertical alignment.
- Access to technology
- Purchased Chromebooks for all core classes.
- Campus instructional technology specialist
- Campus technology technician
- Computer Maintenance students
- Added department heads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement		Root Cause
1 ★	Collaboration within departments is challenging.	Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

★ = Priority

Perceptions

Summary

Over 80% of students are involved in a wide variety of student activities, including athletic, service, academic, and career & technical opportunities. Parents participate in various support organizations and volunteer opportunities. In addition, our Friday night lights shine on a full stadium with broad parent and community support. With one high school uniting the communities of Port Neches and Groves, the school is a focal point of pride and tradition, with school excellence the campus and community standard.

In addition, our campus facilities provide a pleasant working environment for students and staff. Also, we have boosted our campus security measures including: adding a full time School Resource Officer (SRO), limited the number of access points in the morning, monitoring the access points in the morning, and creating a newly formed safety committee to continuously review the campus safety procedures.

Parents are surveyed regarding opportunities for involvement and general level of satisfaction. The overall perception indicates parents are satisfied with opportunities for involvement. In addition, parents and community members tend to participate in large numbers in school events and programs.

PNGHS offers a comprehensive high school program and is organized around an alternating A/B block schedule. Management/governance utilizes site-based decision making through the Campus Improvement Committee with organization by departments. The Student Handbook and Student Code of Conduct serve as the basis for school discipline.

Communication is provided through a variety of methods including campus and teacher web pages, social media, Remind.com, mass phone call-outs, email, and letters.

Strengths

- Student participation in activities
- Opportunities for student involvement
- Relatively low number of discipline referrals
- Parent attendance at Freshman Orientation
- Parent and community involvement in athletic events
- Business partnerships
- Project Graduation parent and community participation
- Bilingual teachers assist with translation to encourage family involvement
- A comprehensive high school program is able to accommodate a variety of students' interests and needs.
- Block schedule provides an opportunity for students to earn 8 credits per year.
- Active participation in CIC reflects an interested and involved faculty and staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There seems to be some wasted class time at the end of many "regular" classes. We will stress bell to bell, no cells and consistently monitor the teachers with walkthroughs.	We need to teach the young teachers how to maximize instruction time.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

STAAR scores dropped in English and Math.

We need to provide more opportunities for extended learning in these areas.

2
★

Attendance rate went up last year, but still needs improving.

It has been a challenge to convey the importance of regular attendance at PNGHS.

3
★

We have a growing population of students with various educational and emotional needs.

Lots of students have moved in who did not start school at PNGISD.

4
★

Algebra 1 scores were below State and Region Average for Meets and Masters

We needed additional opportunities for students to make up the gaps in their math learning.

5
★

Our students had a low achievement rate for masters level on all subjects.

Focus of academic success has been on passing the tests, not advanced scores.

6
★

Collaboration within departments is challenging.

Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.



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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ SAT and/or ACT assessment 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

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

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

Performance Objective 1

✔

High Priority

✔

HB3 Goal

PNGISD will maximize academic growth for each student through programs rooted in literacy to increase academic success.

Evaluation Data Source: Increase District Reading STAAR/EOC Meets scores from 59% to 61% at least by 2025 and continue to increase annually to reach the goal of 65% by 2028.
Increase District Reading STAAR/EOC Masters scores from 25% to 27% at least by 2025 and to continue to increase annually to reach the goal of 35% by 2028.
Increase Kindergarten through 2nd grade district MClass reading composite scores 59% at or above benchmark (40%+) to 61% at or above benchmark (40%+) by 2025 and continue to increase annually to reach 65% 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

November

February

May

May

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

November

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May

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

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Performance Objective 2 High Priority

PNGISD will maximize academic growth for each student through programs rooted in mathematical problem solving to increase academic success.

Evaluation Data Source: Increase District Math STAAR/EOC Meets scores from 47% to 50% at least by 2025 and continue to increase annually to reach the goal of 55% by 2028.
Increase District Math STAAR/EOC Masters scores from 25% to 27% at least by 2025 and to continue to increase annually to reach the goal of 35% by 2028.
Increase 1st and 2nd grade district Star Math scores from 72% at or above benchmark (40%+) to 74% at or above benchmark (40%+) by 2025 and continue to increase annually to reach 80% 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 2024 in Math of 35% of all students will score at the Meets measure.

Staff Responsible for Monitoring: Campus Leadership and Teachers

Formative Reviews

November

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May

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

NovemberFebruaryMayMay

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

NovemberFebruaryMayMay

Goal 2

PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1 High Priority HB3 Goal

The percentage of graduates that meet the criteria for CCMR will increase yearly.

Evaluation Data Source: Utilize the CCMR indicators that are reported annually to monitor progress and show growth.

Strategy 1

1) Continue incentive programs:
Drawings for perfect attendance
Exemptions for finals

Strategy's Expected Result/Impact: Incentive programs will lead to increased student attendance.

Staff Responsible for Monitoring: Asst. Principals; Principal

Formative Reviews

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May

Strategy 2

Maintain daily contact with parents when students are absent.

Strategy's Expected Result/Impact: Daily contact with parents will lead to increased student attendance.

Staff Responsible for Monitoring: Attendance Clerk, Nurse, Counselor, Asst. Principals; Principal

Formative Reviews

November

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May

Strategy 3

Parents of students with chronic absences will be required to meet with school officials. File on students who violate compulsory attendance rules. Develop an Attendance Plan with Parents and Students.

Strategy's Expected Result/Impact: Meetings with parents will lead to increased student attendance.

Staff Responsible for Monitoring: Counselor, Asst. Principals; Principal

Formative Reviews

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Performance Objective 2 **HB3 Goal**

Increase performance on TSIA/SAT/ACT to ensure students are college ready by graduation.

Evaluation Data Source: TSIA/SAT/ACT test scores increase and show overall performance improvement.

Goal 3

PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 1 High Priority

PNGISD will provide professional learning and training to ensure all PNGISD staff are aligned in our safety protocols and procedures.

Evaluation Data Source: Trainings provided, staffs knowledge and preparedness to react and respond to 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

November	February	May	May
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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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Strategy 4

Continue the Safety Committee

Strategy's Expected Result/Impact: The safety committee will reinforce safety protocols.

Staff Responsible for Monitoring: Asst. Principals; Principal;

Formative Reviews

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Performance Objective 2 High Priority

PNGISD will utilize and adhere to Threat Assessment Protocols in an effort to prevent threats (mental and physical) to PNGISD students and staff.

Evaluation Data Source: Threat Assessment reports, proactive approach to possible threats

Strategy 1

Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct.

Strategy's Expected Result/Impact: Conducting regular meetings with the staff will lead to a safer campus.

Staff Responsible for Monitoring: Asst. Principals; Principal;

Formative Reviews

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Strategy 2

Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics.

Strategy's Expected Result/Impact: Providing programs will reduce the number of discipline incidents and the number of failures per year for students.

Staff Responsible for Monitoring: Asst. Principals; Principal; Teachers; Counselors; School Resource Officer

Formative Reviews

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May

Strategy 3

Have an additional counselor to provide mentoring and school counseling to all students, including students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.

Strategy's Expected Result/Impact: An additional counselor will improve the overall well being of students.

Staff Responsible for Monitoring: Principal; Counselor

Formative Reviews

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Strategy 4

Campus counselors will be the liaisons for the purpose of suicide prevention and crisis situations.

Strategy's Expected Result/Impact: Counselor assessments will provide for a safer counselors.

Staff Responsible for Monitoring: Principal; Counselors

Formative Reviews

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May

Strategy 5

Continue to try and meet all physical needs of students:
Provide counseling
Provide food and clothing at appropriate times

Strategy's Expected Result/Impact: Meeting the physical needs of students will provide for a safer campus.

Staff Responsible for Monitoring: Counselors, Nurse

Formative Reviews

November	February	May	May
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Strategy 6

Students participate in preventive programs:
Red Ribbon Parade
Counselor Intervention
Tobacco Prevention
Vaping Education
Mental Health Screenings
Peace Office Interaction
Parenting Education

Strategy's Expected Result/Impact: Prevention programs will provide for a safer campus.

Staff Responsible for Monitoring: Asst. Principals; Principal; Teachers; Counselors; School Resource Officer

Formative Reviews

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Performance Objective 3

PNGHS will provide tourniquet training to all 9th grade students through health classes.

Goal 4

PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1

100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

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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May

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
- GROW Conference
- Principal/Director Leadership with Region 5

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

Formative Reviews

November **February** **May** **May**

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

Funding Sources: 244 - Perkins, \$3,000

Formative Reviews

November **February** **May** **May**

Goal 5

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

Performance Objective 1

PNGISD will increase the percent of stakeholders who feel engaged with and connected to their schools, district.

Evaluation Data Source: Target parents who are not traditionally involved and track their engagement.

Performance Objective 2

PNGISD will keep stakeholders informed through various in-person and online modes of communication.

Evaluation Data Source: End of year survey results

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 systems 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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May



Funding Summary

Funding Summary

244 - Perkins

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		--	\$3,000.00
Sub-Total					\$3,000.00



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