

# Agenda of Regular Meeting

## The Board of Trustees Nederland Independent School District

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A Regular Meeting of the Board of Trustees of Nederland Independent School District will be held November 16, 2020, beginning at 6:00 PM in the Boardroom, Administration Building, 220 N 17th St., Nederland, TX 77627.

1. DISTRICT VISION AND MISSION STATEMENT	3
2. GRADUATE PROFILE	4
3. CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM	
4. INVOCATION AND PLEDGE TO AMERICAN AND TEXAS FLAGS	
5. OPEN FORUM	5
6. REPORTS	
A. Administrative Reports	
1. Superintendent's Recognitions and Reports	
a. Campus Showcase - Highland Park Elementary	6
b. Director Update - Maintenance and Transportation	10
c. Director Update - Athletics	11
d. Director Update - Fine Arts	12
e. Bond Update	
2. Curriculum Reports	
a. Enrollment Report	13
b. AES Enrollment	14
c. ADA	15
d. COVID 19 Curriculum Report	
3. Personnel and Auxiliary Reports	
a. Maintenance -Transportation Department	16
b. Child Nutrition Reports	20
c. Personnel Reports	
1. Personnel Absentee Report	22
2. Personnel Report	23
4. Business Reports	
a. Tax and Financial Reports	25
b. 2020 Bond Financial Statements	
7. CONSENT AGENDA	
A. Minutes	36
B. Payment of Bills	48
C. Donations	55
D. Budget Change Request(s) - None	

- 8. OTHER ITEMS (DISCUSSION AND/OR ACTION)
  - A. District Improvement Plan 56
  - B. NHS Design and Development 153
  - C. Community Pre-K Partnerships 170
  - D. School Health Advisory Committee (SHAC) 191
  - E. Revised Interlocal Agreement 192
  - F. CLOSED SESSION: PERSONNEL MATTERS: Pursuant to §551.074(a)(1), Texas Government Code, the Board of Trustees may meet in closed session to discuss personnel matters. Any action, decision, or vote in these matters will be conducted in open session.
  - G. CLOSED SESSION: The Board of Trustees will meet in executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/non-renewals, as permitted by section 551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section 551.082, Texas Government Code; for discussion of personally identifiable student information as permitted by section 551.0821, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section 551.072, Texas Government Code; to consult with attorney, as permitted by section 551.071, Texas Government Code.
- 9. ADJOURNMENT



## *VISION*

*The Vision of Nederland Independent School district is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.*

## *MISSION STATEMENT*

*The mission of the Nederland Independent School District is to provide an education environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.*

# Nederland Independent School District GRADUATE PROFILE



Nederland High School provides a highly effective teaching and learning experience designed to meet the individual needs, interests, and abilities of each student. Nederland High School believes its graduates will be academically prepared individuals, responsible citizens, life-long learners, and effective communicators.

## **An academically prepared graduate is one who:**

- ~ Possesses essential competencies for successfully pursuing postgraduate education or entering the workforce. ~
- ~ Demonstrates proficiency in a common core of knowledge and basic skills and is able to apply them to real life situations. ~
- ~ Possesses proficient technology skills for responsible use in personal and professional environments. ~
  - ~ Solves problems with a variety of strategies and resources. ~
  - ~ Is an effective decision-maker. ~
  - ~ Understands and appreciates the arts and humanities. ~

## **A responsible citizen is one who:**

- ~ Understands and respects the laws of society and individual rights. ~
- ~ Demonstrates character by behaving responsibly and ethically. ~
- ~ Participates in the democratic process and demonstrates civic pride and responsibility. ~
  - ~ Practices active and healthy living. ~
  - ~ Acknowledges and respects cultural diversity. ~
- ~ Seeks changes constructively and appropriately to benefit society. ~
  - ~ Demonstrates personal and business integrity. ~

## **A life-long learner is one who:**

- ~ Experiences satisfaction in working and learning. ~
  - ~ Maintains high standards of learning. ~
  - ~ Practices creative and disciplined thinking. ~
  - ~ Anticipates and solves problems. ~
- ~ Possesses initiative, self-discipline, and a strong work ethic. ~
  - ~ Assists others to learn. ~
- ~ Establishes priorities and goals to enhance productivity. ~
  - ~ Creates a vision for the future. ~
  - ~ Adapts to societal changes and demands. ~

## **An effective communicator is one who:**

- ~ Communicates clearly using a variety of techniques and media. ~
- ~ Uses oral and written communication skills to exchange ideas and information. ~
  - ~ Communicates appropriately with diverse audiences. ~
- ~ Uses technology to access, organize, and synthesize information. ~
  - ~ Has a basic understanding of a second language. ~
- ~ Participates in cooperative decision-making and works with others to support team priorities. ~

## OPEN FORUM NOTES

A maximum of 30 minutes will be allowed for the open forum. **Persons wishing to address the Board will sign their names and addresses and list their topics of discussion prior to the beginning of the meeting.** Individual time limits are three minutes, with additional time allowed, if possible. Delegations of more than five persons shall appoint a spokesperson to represent their viewpoint. No action may take place in response, but the Board may consider future action. Complaints about employees shall be handled under Policy GF.

Speaker:	Topic
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	
Speaker:	Topic:
Notes:	

## Highland Park Elementary – Campus Showcase November 2020

Highland Park Elementary would like to recognize Jonah Hotchkiss. Jonah is a second grader who carried the torch for the First Six Weeks Parade. Jonah reached the state level for the 2019-2020 school year's Reflections Contest. The theme was "Look Within". He attended the State of Texas Award Ceremony in San Antonio, Texas this summer. His artwork competed against over 900 and received the following awards:

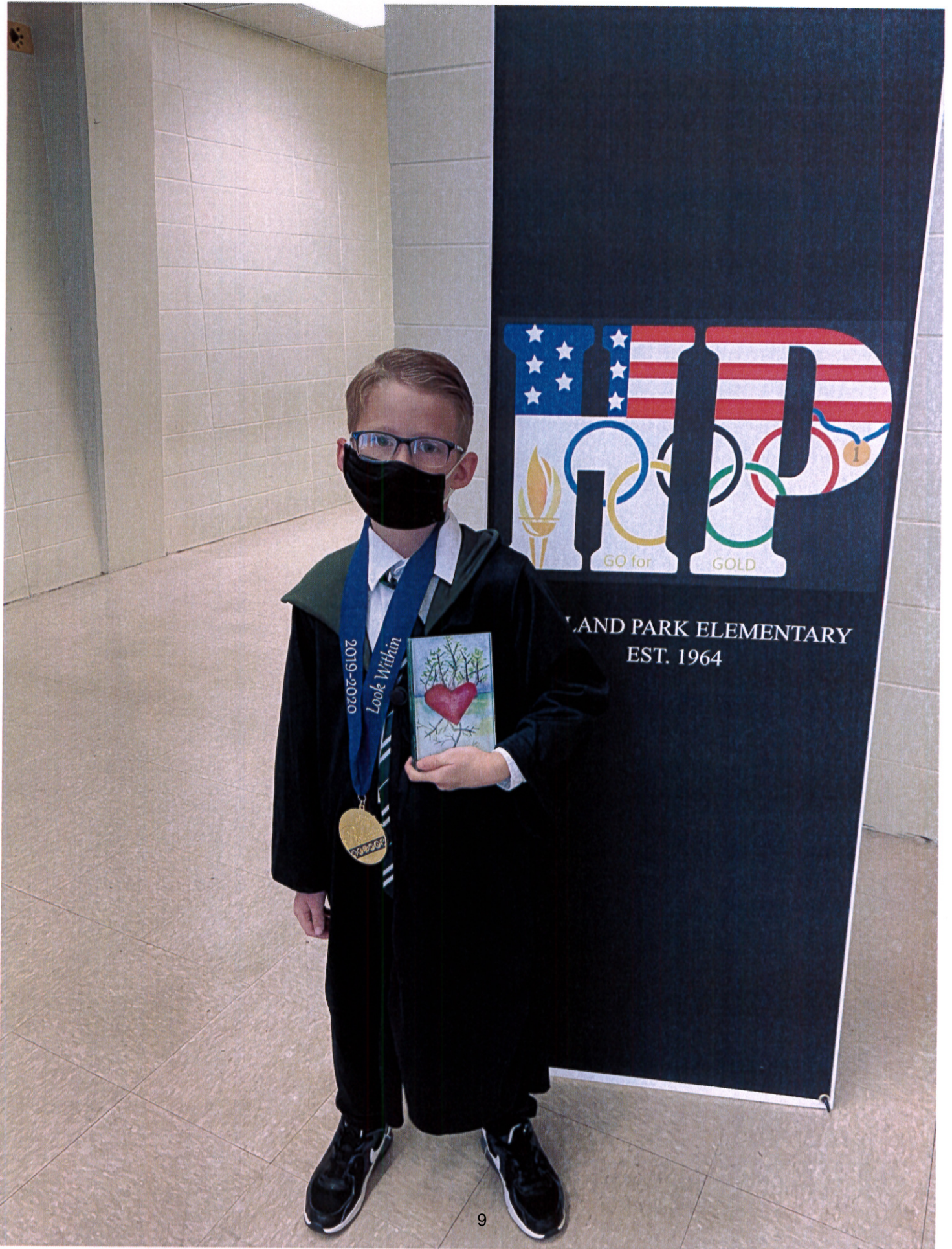
- 1<sup>st</sup> Place Visual Arts at the Local level
- Overall Award of Excellence for Primary Visual Arts at the State Level
- The Outstanding Interpretation Award at the State Level. He was 1 of 7 in the state that received this award.
- Honorable Mention at the National Level

#jonahbroughtthomethegold

Ms. Charlee Yeaman  
NISD Principal  
Highland Park Elementary







**MAINTENANCE AND TRANSPORTATION REPORT**

**Transportation Department**

The following is a report of the total number of trips, miles traveled and cost for the school buses and service vehicles for the month of October 2020 .

**Bus Trips**

Cost \$2.00 per mile for buses other than the 19 passenger buses which are \$.75 per mile. If coaches/teachers drive the school bus, the cost is \$1.50 per mile.

<b>Campuses</b>	<b>Trips</b>	<b>Miles</b>	<b>Cost</b>
Nederland High School	62	3093	\$4,244.57
Alternative School			
Central Middle School	7	117	175.50
C.O. Wilson Middle School	20	225	418.50
Helena Park Elementary			
Highland Park Elementary			
Hillcrest Elementary			
Langham Elementary			
Administration Building			
<b>Totals for October</b>	89	3435	\$4,838.57
<b>Totals for Year</b>	136	5521	\$7,969.57

**Service Vehicle Trips: Cost 57.5 cents per mile.**

<b>Campuses</b>	<b>Trips</b>	<b>Miles</b>	<b>Cost</b>
Nederland High School	1	125	\$68.13
Alternative School			
Central Middle School			
C.O. Wilson Middle School			
Helena Park Elementary			
Highland Park Elementary			
Hillcrest Elementary			
Langham Elementary			
Administration Building			
<b>Totals for October</b>	1	125	\$68.13
<b>Totals for Year</b>	2	156	\$74.13

<b><u>Bus &amp; Service Trips</u></b>	<b>Trips</b>	<b>Miles</b>	<b>Cost</b>
<b>Grand Totals for October</b>	90	3560	\$4,906.70
<b>Grand Totals for Year</b>	138	5677	\$8,043.70

## Athletic Report

November 11, 2020

The girls' Cross Country team had a very successful season finishing 2<sup>nd</sup> overall at the George Hawkins Invitational and Huffman Cross Country meet. They finished 3<sup>rd</sup> at the District Meet this year. The team was led by Ava Wiltz and Claire Broussard, who both earned All District honors and were Regional Qualifiers.

The boys' team was led by Freshman, Trace Swanson this year. He was the top runner at every meet. The boys finished 4<sup>th</sup> at the District Meet.

The Lady Bulldog Volleyball team finished 2<sup>nd</sup> in District. They will begin their playoff run against Goose Creek, Thursday, Nov. 19 at Goose Creek Memorial HS.

Tennis had no let down this fall as they were District and Bi-District Champions. The girls were led by Megan Do, Heidi Hardy, and Madeline Phillips. Megan went 22-0 counting singles and doubles. The other girls were 22-1.

The boys were led by Connor Junot, who went 20-4

The Bulldog Football Team is in the middle of their district race. They sit tied for 2<sup>nd</sup> with 4 games remaining. Offensively, they are being led by Rene' Cunningham, Josh Mazyck, and Kyndon Fuselier. The defense is led by Jose Fuentes, Mikey Rangel, Kerrington Broussard, and Evan Whitehead.

Monte Barrow

## **NHS – Fine Arts Update Report**

NHS Theatre Arts is currently producing a virtual show about the tragic Triangle Shirtwaist Factory fire in New York City in 1911. With the help of Mr. Darryl Gray and the audio and video department, the show will be filmed in a combination of live performance shots and still photography to tell the story of the lives, loves and losses that helped shape the labor laws of the country and celebrate 100 years of the right of American women to vote. We are excited to produce a new and creative way to share theatre with our students and community! Look for the production this this month. In addition, the NHS All Region Choir students had their first audition and were tremendously successful in October. The choir students will be competing in another try out that will be held towards the end of November for a different level of achievement.

**ENROLLMENT FIGURES**

**November 2020**

GRADE	HELENA PARK	HIGHLAND PARK	HILLCREST	LANGHAM	CENTRAL	C.O. WILSON	HIGH SCHOOL	Current TOTAL	2019-20 TOTALS
EC	6	6	6	10				28	27
PK	9	13	30	11				63	89
K	112 (3)	76	94	63 [1]				345	379
1	106 [1]	88	103	70 [1]				367	431
2	119 [5]	83	108	92 [1]				402	389
3	108 [1]	84	104	75				371	404
4	115	95	102	74 [5]				386	436
5					213	205		418	374
6					160	206		366	384
7					189	197		386	415
8					203	195		398	408
9							403	403	369
10							346	346	402
11							380	380	339
12							337	337	341
Special Classes	[10]			[8]				18	14
Current TOTALS	585	445	547	403	765	803	1,466	5,014	
2019-20 Totals	639	490	607	436	768	813	1,451		5,201

Number in bracket indicates Special Classes

**ALTERNATIVE EDUCATION SCHOOL ENROLLMENT**  
**November 2020 Board Meeting**

**Report October 1 – 31, 2020**

<b>ENROLLMENT BY GENDER</b>		
	<b>FEMALE</b>	<b>MALE</b>
<b>2020-21</b>	2	4
<b>2019-20</b>	5	12

<b>ENROLLMENT BY GRADE LEVEL</b>								
	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>2020-21</b>	2	0	1	1	0	0	2	0
<b>2019-20</b>	0	0	2	1	7	4	1	2

<b>ENROLLMENT BY OFFENSE</b>		
<b>OFFENSE</b>	<b>2020-21</b>	<b>2019-20</b>
Unlawful carrying of a handgun (11)	1	0
Violation SCOC (21)	3	4
Terroristic Threat (26)	0	1
Assault against non-employee (28)	0	1
Fighting/Mutual Combatants (41)	0	2
Destruction of school property/vandalism (N72)	0	1
Persistent Misconduct (N80)	0	7
Gang related activity (N81)	0	1
Thwarting investigation (N87)	1	0
Class disruption (N90)	1	0

Nederland Independent School District

**ADA Comparison**

First Six Week Period

September 8, 2020 to October 16, 2020

SCHOOL	AVERAGE DAILY ATTENDANCE		AVERAGE DAILY MEMBERSHIP		PERCENTAGE OF ATTENDANCE	
	2020-21	2019-20	2020-21	2019-20	2020-21	2019-20
Nederland High School	1,413.26	1,405.96	1,451.42	1,448.26	97.37%	97.08%
Central Middle School	738.84	736.07	753.00	760.41	98.12%	96.80%
C. O. Wilson Middle School	782.08	792.04	794.28	817.52	98.46%	96.88%
Helena Park Elementary School	554.08	613.35	569.90	627.59	97.22%	97.73%
Highland Park Elementary School	426.14	460.70	431.60	471.37	<b>98.73%</b>	97.74%
Hillcrest Elementary School	498.04	549.72	516.48	569.17	96.43%	96.58%
Langham Elementary School	381.62	407.02	393.96	419.65	96.87%	96.99%
<b>TOTALS</b>	<b>4,794.06</b>	<b>4,964.86</b>	<b>4,910.64</b>	<b>5,113.97</b>	<b>97.60%</b>	<b>97.11%</b>

**NEDERLAND ISD MAINTENANCE DEPARTMENT**  
**PROJECTS COMPLETED**  
**October 2020**

**NEDERLAND HIGH SCHOOL**

Repaired damaged roof vents (roof #1 & #3) in CTE – complete  
Prepared competition gym for SAT test - complete

**C.O. WILSON MIDDLE SCHOOL**

Repaired temporary damage to roof 8B (Hurricane Delta) - complete  
Omni a/c filter change – complete  
Removed temporary a/c unit and repaired existing - complete

**CENTRAL MIDDLE SCHOOL**

Roof #13 repair – Boy's Gym (Hurricane Laura) – complete  
Repaired electrical problem for pool pump - complete  
Removed wooden and steel door frames as preparation for storefront doors – in progress

**HELENA PARK ELEMENTARY**

Omni a/c filter change – complete

**HIGHLAND PARK ELEMENTARY**

Removed damaged tree limbs - complete

**HILLCREST ELEMENTARY**

Omni a/c filter change – complete

**LANGHAM ELEMENTARY**

Disconnected temporary a/c unit and repaired a/c unit - complete

## **Projects Completed**

### **Page 2**

#### **BULLDOG STADIUM**

Began sealing edge of track – in progress

Repaired temporary bleachers due to wind from Hurricane Delta – Key Installation – complete

Modified temporary bleachers for ADA – complete

Prepared garage for new garage door installation - complete

#### **DISTRICT-WIDE**

Hurricane Delta debris cleanup – complete

Hurricane Delta building inspections - complete

**Routine maintenance performed at each campus and Bulldog Stadium as per needs assessment (i.e. lawn maintenance, etc.)**

# Nederland Independent School District

## Work Order Report by Campus

October 1, 2020 - October 30, 2020

	Open	Complete
Administration	14	20
Alternative Campus	5	0
Central MS	22	70
Helena Park	7	24
Highland Park	13	15
Hillcrest	11	24
Langham	11	20
NHS	44	79
Wilson MS	19	36
Totals	146	288

# Nederland Independent School District

## Work Order Report by Request Type

October 1, 2020 - October 30, 2020

	Open	Complete
Carpenters	9	25
Custodial	6	12
Electrical	4	60
General Maintenance	6	8
Grounds	16	10
HVAC & Kitchen	6	98
Locksmith	4	15
Painter	1	7
Plumbing	6	28
Warehouse	3	12
Planner	2	1
Other	0	0
Contracted Services	83	8
Transportation	0	0
Totals	146	284

## CHILD NUTRITION REPORT

### November, 2020

	October, 2020		October, 2019	
	Monthly Total	Daily Average	Monthly Total	Daily Average
Number of School Days	19		23	
<b><u>Lunches Served</u></b>				
Free	42,965	2,261	36,308	1,579
Reduced Price		0	3,883	169
Regular Price		<u>0</u>	<u>26,827</u>	<u>1,166</u>
Total	42,965	2,261	67,018	2,914
<b><u>Breakfasts Served</u></b>				
Free	12,114	638	15,740	684
Reduced Price		0	1,428	62
Regular Price		<u>0</u>	<u>7,075</u>	<u>308</u>
Total	12,114	638	24,243	1,054
<b><u>State Reimbursement</u></b>				
Lunch	\$154,674.00	\$8,140.74	\$150,114.37	\$6,526.71
Breakfast	<u>\$27,377.64</u>	<u>\$1,440.93</u>	<u>\$39,534.45</u>	<u>\$1,718.89</u>
Total	\$182,051.64	\$9,581.67	\$189,648.82	\$8,245.60
<b><u>Local Revenue</u></b>				
Breakfast & Lunch	\$31,792.51	\$1,673.29	\$135,263.54	\$5,881.02
Student Charges:				
NHS -\$1,908.93				
Middle -\$3,042.95				
Elem. -\$1,519.29				
<b>Total Income</b>	<b>\$213,844.15</b>	<b>\$11,254.96</b>	<b>\$324,912.36</b>	<b>\$14,126.62</b>

### ***Commodities Received - October, 2020***

Beef Ground Frozen, 40#	4 Cases	\$378.68
Chicken Fajita Strips 30#	4 Cases	\$200.40
Refried Beans 6#10	4 Cases	\$115.92
Pinto Beans 6#10	4 Cases	\$72.92
Fish Sticks Breaded 40#	40 Cases	\$3,664.00
Broccoli Florets 30#	7 Cases	\$266.70
Watermelons, 2 per case	14 Cases	\$249.90
Apples Whole 40#	14 Cases	\$448.00
Pears Fresh 26#	14 Cases	\$378.56
<b>Total:</b>		<b>\$5,775.08</b>

Nederland Independent School District  
 Student Eligibility Information  
 October, 2020

<b>School</b>	<b>Enrollment</b>	<b>Free</b>	<b>Reduced</b>	<b>Total Eligible</b>	<b>Percentage</b>
Nederland High	1,462	621	76	697	47.67%
Central Middle	764	395	46	441	57.72%
C. O. Wilson Middle	802	324	34	358	44.64%
Helena Park Elem.	589	202	10	212	35.99%
Highland Park Elem.	451	202	16	218	48.34%
Hillcrest Elementary	552	337	31	368	66.67%
Langham Elementary	412	211	17	228	55.34%
<b>Total:</b>	<b>5,032</b>	<b>2292</b>	<b>230</b>	<b>2522</b>	<b>50.12%</b>

**Number Operating Days**                      **19**

# PERSONNEL ABSENTEE REPORT

NOVEMBER 16, 2020

SCHOOL	TEACHER DAYS ABSENT		ADMINISTRATIVE DAYS ABSENT		OTHER PERSONNEL HOURS ABSENT	
	OCT. 20	OCT. 19	OCT. 20	OCT. 19	OCT. 20	OCT. 19
HELENA PARK ELEM	50.50	92.00	2.00	11.50	203.25	242.25
HIGHLAND PARK ELEM	57.50	73.50	13.00	7.00	126.75	45.75
HILLCREST ELEM	56.00	150.00	0.00	2.50	109.50	79.00
LANGHAM ELEM	31.00	76.50	2.00	16.50	264.00	137.25
CENTRAL MIDDLE SCH	118.00	137.50	7.00	10.00	261.50	102.00
C.O. WILSON MIDDLE SCH	87.50	128.50	4.00	11.50	158.75	89.25
NEDERLAND HIGH SCH	147.50	299.50	29.50	17.00	196.75	223.00
ALTERNATIVE SCHOOL	3.50	0.00	0.00	0.00	40.00	16.00
ADMINISTRATION OFFICES	0.00	0.00	22.50	76.00	80.75	159.00
MAINT/TRANS/CUST DEPT.			2.00	4.00	1,022.75	995.50
CHILD NUTRITION			0.00	0.00	488.00	412.00
<b>TOTALS</b>	<b>551.50</b>	<b>957.50</b>	<b>82.00</b>	<b>156.00</b>	<b>2,952.00</b>	<b>2,501.00</b>

REASONS FOR ABSENCES	NUMBER DAYS ABSENT		NUMBER HOURS ABSENT	
	OCT. 20	OCT. 19	OCT. 20	OCT. 19
PERSONAL LEAVE	130.00	154.00	543.00	747.00
PERSONAL ILLNESS	290.00	457.50	1,631.75	1,412.00
ILLNESS IN FAMILY	43.50	48.50	181.00	235.50
DEATH IN FAMILY	16.00	12.00	45.00	52.00
EXCUSED ABSENCE	18.00	40.00	431.25	1.00
FAMILY EMERGENCY	0.00	0.00	0.00	0.00
INSTRUCTIONAL LEAVE	111.00	342.00	0.00	32.00
JURY DUTY/SUBPOENA	0.00	5.50	0.00	21.50
FRIENDS (FHF) DONOR	20.00	27.00	0.00	0.00
FRIENDS (FHF) RECIPIENT	5.00	27.00	120.00	0.00
FAMILY/MILITARY LEAVE	0.00	0.00	0.00	0.00
<b>TOTALS</b>	<b>633.50</b>	<sup>22</sup> <b>1,113.50</b>	<b>2,952.00</b>	<b>2,501.00</b>

# PERSONNEL REPORT

## November 16, 2020

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### PROFESSIONAL

#### 1. RETIREMENT.

Name:

Robbins, Tommye J.  
30 years

School &  
Assignment:

Central Middle School  
Teacher/ OCS

Effective Date:

January 19, 2021

Wilson, Deena L.  
36 years

Administration  
Instructional Technology Specialist

January 15, 2021

#### 2. RESIGNATION

Name:

Sutherland, Carleigh

School &  
Assignment:

District Wide  
Occupational Therapist

Effective Date:

November 20, 2020

### PARAPROFESSIONAL

#### 1. RESIGNATION

Name:

Grantham, Rebecca

School &  
Assignment:

C.O. Wilson Middle School  
Aide/ Computer Lab

Effective Date:

October 23, 2020

Smith, Julie K.

Langham Elementary  
Aide/ Special Education

October 15, 2020

### AUXILIARY

#### 1. RETIREMENT

Name:

Broussard, Linda  
22 years

School &  
Assignment:

Hillcrest Elementary  
6hr Child Nutrition

Effective Date:

December 31, 2020

Dean, Pamela D.  
25 years

Highland Park Elementary  
6hr Child Nutrition

December 18, 2020

**2. RESIGNATION**

<b><u>Name:</u></b>	<b><u>School &amp; Assignment:</u></b>	<b><u>Effective Date:</u></b>
Benoit, Rhonda B.	Nederland High School 6hr Child Nutrition	November 4, 2020

**3. REQUEST TO RETURN FROM TEMPORARY DISABILITY LEAVE**

<b><u>Name:</u></b>	<b><u>School &amp; Assignment:</u></b>	<b><u>Effective Date:</u></b>
Day, Wanda C.	Central Middle School 6hr Child Nutrition	October 13, 2020

Nederland Independent School District  
**TAX REPORT**  
as of Oct 31, 2020

2020 Taxable Value	\$2,736,225,533
Tax Rate	<b>1.2752</b>
Projected Collections	\$34,892,348
Frozen Levy Collections	<u>\$2,243,216</u>
Total Collections	\$37,135,564
Chapter 313	<u>\$629,459</u>
Total Tax Levy	\$37,765,023
Current Collections to Date	\$751,617
Balance to Receive	\$37,013,406

**TAX COLLECTIONS RECAP**

ACTUAL vs. BUDGET:	Monthly	Year-to-Date	Budget
<i>General Fund</i>			
Current Taxes	\$539,429.26	\$539,429.26	\$26,315,000
Delinquent Taxes	37,728.11	58,449.48	\$250,000
Penalty & Interest	11,798.60	22,578.16	\$200,000
<i>Interest &amp; Sinking Fund</i>			
Current Taxes	\$212,188.10	\$212,188.10	\$10,980,000
Delinquent Taxes	7,281.88	12,901.85	\$15,000
Penalty & Interest	1,854.99	3,723.14	\$25,000
<b>TOTALS</b>	<b>\$810,280.94</b>	<b>\$849,269.99</b>	<b>\$37,785,000</b>

ACTUAL vs. PRIOR YEAR:	Year-to-Date	Prior Year	Change
Current Taxes	751,617.36	\$677,509.86	\$74,107.50
Perct. Of Current Collections	1.99%	1.90%	0.09%
Delinquent Taxes	71,351.33	70,319.13	\$1,032.20
Penalty & Interest	26,301.30	27,563.57	-\$1,262.27
<b>TOTALS</b>	<b>\$849,269.99</b>	<b>\$775,392.56</b>	<b>\$73,877.43</b>

**Nederland Independent School District  
CASH BALANCE REPORT**

as of Oct 31, 2020

	General Fund			
	Wells Fargo	Lonestar	Texpool	TOTAL
Beginning Balance	\$4,951,128.20	\$13,287,903.01	\$3,208,078.44	\$21,447,109.65
Interest	(624.24)	837.72	363.59	\$577.07
Interest Rate	0.25%	0.08%	0.13%	-
Deposits	6,155,147.43	6,350,433.84	0.00	\$12,505,581.27
Withdrawals	(6,561,491.94)	(6,207,415.00)	0.00	(\$12,768,906.94)
Ending Balance	\$4,544,159.45	\$13,431,759.57	\$3,208,442.03	\$21,184,361.05

	Interest & Sinking Lonestar	Sinking Fund Deposits QSCB** BNY Mellon	Capital Projects Proposition A/B/2 Lonestar
Beginning Balance	\$1,480,390.22	\$813,334.00	\$71,434,862.86
Interest	104.29	0.00	\$4,875.18
Interest Rate	0.08%	0.00%	0.08%
Deposits	\$130,944.12	\$406,667.00	\$0.00
Withdrawals	0.00	\$0.00	\$2,783,363.71
Ending Balance	\$1,611,438.63	\$1,220,001.00	\$68,656,374.33

\*\* Qualified School Construction Bonds (QSCB)  
Taxable Series 2012 - Year 1 deposit made 8/15/2018

Nederland Independent School District  
**APPROPRIATIONS CHANGE REPORT**  
as of Oct 31, 2020  
**REVENUE**

FUND	APPROVED	CHANGE	REVISED
199 General Fund BCR 9/21/20	\$48,581,000	\$394,000	\$48,975,000
240 Child Nutrition	\$2,568,000		\$2,568,000
599 Debt Service	\$11,088,000		\$11,088,000
697 Bond 2019 Proposition B BCR 9/21/20	\$0	\$20,000	\$20,000
698 Bond 2012 Proposition 2	\$0		\$0
699 Bond 2019 Proposition A BCR 9/21/20	\$0	\$200,000	\$200,000
<b>TOTAL</b>	<b>\$62,237,000</b>	<b>\$614,000</b>	<b>\$62,851,000</b>

**Nederland Independent School District**

**REVENUE REALIZED**

**by Fund**

**as of Oct 31, 2020**

<b>Fund</b>	<b>Budgeted</b>	<b>Current Month</b>	<b>Received/Date</b>	<b>Over/(Under) Budget</b>
199 General Fund	\$48,975,000.00	\$3,386,607.43	\$7,579,615.00	\$ (41,395,385.00)
240 Child Nutrition	\$2,568,000.00	\$219,569.48	\$375,877.28	\$ (2,192,122.72)
599 Debt Service	\$11,088,000.00	\$221,429.26	\$229,017.29	\$ (10,858,982.71)
697 2019 Bond Prop B	\$20,000.00	\$281.79	\$575.81	\$ (19,424.19)
698 2012 Bond Prop 2	\$0.00	\$0.00	\$0.00	\$ -
699 2019 Bond Prop A	\$200,000.00	\$4,593.39	\$9,386.20	\$ (190,613.80)
<b>TOTAL</b>	<b>\$62,851,000.00</b>	<b>\$3,832,481.35</b>	<b>\$8,194,471.58</b>	<b>\$ (54,656,528.42)</b>

**Nederland Independent School District**  
**SCHEDULE OF REVENUE**  
**General Fund**  
**as of Oct 31, 2020**

Type of Revenue	Budgeted	Current Month	Received to Date	Over/(Under) Budget
<i>Local Sources</i>				
Local Property Taxes	\$26,765,000.00	\$588,955.97	\$620,456.90	(\$26,144,543.10)
Tuition	20,000.00	0.00	0.00	(20,000.00)
Interest	300,000.00	568.67	1,975.94	(298,024.06)
Rental	70,000.00	5,053.17	10,455.34	(59,544.66)
Donations	25,000.00	10,000.00	29,853.51	4,853.51
Insurance Recovery	0.00	0.00	0.00	0.00
Miscellaneous	15,000.00	0.00	0.00	(15,000.00)
Foreign Trade Zone	319,000.00	0.00	0.00	(319,000.00)
Chapter 313	1,112,000.00	0.00	0.00	(1,112,000.00)
Bus Grant	369,000.00	0.00	0.00	(369,000.00)
Athletics	200,000.00	18,542.00	18,542.00	(181,458.00)
Summer Programs	10,000.00	0.00	0.00	(10,000.00)
Transportation	60,000.00	0.00	0.00	(60,000.00)
<b>Total Local</b>	<b>\$29,265,000.00</b>	<b>\$623,119.81</b>	<b>\$681,283.69</b>	<b>(\$28,583,716.31)</b>
<i>State Sources</i>				
Foundation/Per Capita	\$17,235,000.00	\$2,760,200.00	\$6,891,648.00	(10,343,352.00)
TRS On Behalf	\$2,000,000.00	\$0.00	\$0.00	(2,000,000.00)
<b>Total State</b>	<b>\$19,235,000.00</b>	<b>\$2,760,200.00</b>	<b>\$6,891,648.00</b>	<b>(\$12,343,352.00)</b>
<i>Federal Sources/Non-Operating Revenue</i>				
SHARS	200,000.00	3,287.62	4,066.26	(195,933.74)
MAC	15,000.00	0.00	2,617.05	(12,382.95)
QSCB Federal Subsidy	260,000.00	0.00	0.00	(260,000.00)
Operating Transfer In	0.00	0.00	0.00	0.00
<b>Total Federal</b>	<b>\$475,000.00</b>	<b>\$3,287.62</b>	<b>\$6,683.31</b>	<b>(468,316.69)</b>
<b>TOTAL</b>	<b>\$48,975,000.00</b>	<b>\$3,386,607.43</b>	<b>\$7,579,615.00</b>	<b>(\$41,395,385.00)</b>

**Nederland Independent School District  
 APPROPRIATIONS CHANGE REPORT  
 as of Oct 31, 2020  
 EXPENDITURES**

<b>FUND</b>		<b>APPROVED</b>	<b>CHANGE</b>	<b>REVISED</b>
199	General Fund	\$50,153,900		
	BCR 9/21/20		\$899,232	
	BCR 10/19/20		\$170,000	
				\$51,223,132
240	Child Nutrition	\$2,568,000		
				\$2,568,000
599	Debt Service	\$11,088,000		
				\$11,088,000
697	Bond 2019 Proposition B	\$0		
	BCR 9/21/20		\$3,394,686	
				\$3,394,686
698	Bond 2012 Proposition 2	\$0		
	BCR 9/21/20		\$26,723	
				\$26,723
699	Bond 2019 Proposition A	0		
	BCR 9/21/20		68,038,854	
				\$68,038,854
<b>TOTAL</b>		<b>\$63,809,900</b>	<b>\$72,529,495</b>	<b>\$136,339,395</b>

**Nederland Independent School District**  
**EXPENDITURES TO DATE**  
**by Fund**  
**as of Oct 31, 2020**

Fund	Budgeted	Current Month	Outstanding Encumbrance	Year-To-Date Expenses	Available Balance
199 General Fund	\$51,223,132.00	\$5,559,591.76	\$894,806.84	\$8,414,232.88	\$41,914,092.28
240 Child Nutrition	\$2,568,000.00	\$229,315.29	\$5,409.62	\$435,690.75	\$2,126,899.63
599 Debt Service	\$11,088,000.00	\$0.00	\$400.00	\$0.00	\$11,087,600.00
697 2019 Bond Prop B	\$3,394,686.00	\$609,779.07	\$0.00	\$609,779.07	\$2,784,906.93
698 2012 Bond Prop 2	\$26,723.00	\$25,290.00	\$0.00	\$25,290.00	\$1,433.00
699 2019 Bond Prop A	\$68,038,854.00	\$2,148,294.64	\$0.00	\$2,178,780.09	\$65,860,073.91
<b>TOTAL</b>	<b>\$136,339,395.00</b>	<b>\$8,572,270.76</b>	<b>\$900,616.46</b>	<b>\$11,663,772.79</b>	<b>\$123,775,005.75</b>

**Nederland Independent School District**  
**YEAR-TO-DATE EXPENDITURES**  
**by Function**  
**General Fund**  
**as of Oct 31, 2020**

<b>Function</b>	<b>Appropriation</b>	<b>Year-to-Date Enc. &amp; Exp.</b>	<b>Balance</b>	<b>% Used</b>
11 Instructional	\$29,005,896.00	\$5,106,943.31	\$23,898,952.69	17.61%
12 Instructional Resources	\$720,071.00	\$180,018.83	\$540,052.17	25.00%
13 Staff Development	\$670,603.00	\$71,097.69	\$599,505.31	10.60%
21 Instr. Administration	\$822,793.00	\$119,912.33	\$702,880.67	14.57%
23 School Administration	\$2,581,445.00	\$420,688.08	\$2,160,756.92	16.30%
31 Guidance & Counseling	\$2,565,979.00	\$419,414.01	\$2,146,564.99	16.35%
33 Health Services	\$571,854.00	\$124,998.63	\$446,855.37	21.86%
34 Student Transportation	\$1,440,161.00	\$662,910.98	\$777,250.02	46.03%
36 Co-Cur./Extra-Cur.	\$1,975,431.00	\$299,163.36	\$1,676,267.64	15.14%
41 General Administration	\$1,276,321.00	\$168,369.24	\$1,107,951.76	13.19%
51 Plant Maint. Operations	\$7,261,783.00	\$1,170,353.39	\$6,091,429.61	16.12%
52 Security & Monitoring	\$369,672.00	\$66,683.30	\$302,988.70	18.04%
53 Data Processing	\$1,328,564.00	\$456,212.66	\$872,351.34	34.34%
61 Community Services	\$164,021.00	\$13,940.65	\$150,080.35	8.50%
81 Facilities Aqu & Const	\$126,538.00	\$0.00	\$126,538.00	0.00%
95 JJAEP	\$42,000.00	\$0.00	\$42,000.00	0.00%
99 Other Intergovernmental	\$300,000.00	\$28,333.26	\$271,666.74	9.44%
<b>TOTAL</b>	<b>\$51,223,132.00</b>	<b>\$9,309,039.72</b>	<b>\$41,914,092.28</b>	<b>18.17%</b>

**Nederland Independent School District  
State & Federal Grants  
by Fund  
as of Oct 31, 2020**

<b>Fund</b>	<b>Budgeted</b>	<b>Current Month</b>	<b>Outstanding Encumbrance</b>	<b>Year-To-Date Expenses</b>	<b>Available Balance</b>
211 Title I Part A	\$614,255	\$64,020.13	\$3,071.00	\$135,033.47	\$476,150.53
211 Title I (carryover)	\$81,948	\$8,754.13	\$0.00	\$18,992.86	\$62,955.14
224 Idea B Formula	\$1,102,553	\$108,572.71	\$4,580.00	\$220,566.98	\$877,406.02
224 Idea B (carryover)	\$138,790	\$15,247.48	\$0.00	\$22,270.39	\$116,519.61
225 IDEA-B Preschool	\$49,618	\$5,986.47	\$0.00	\$12,507.09	\$37,110.91
244 Carl Perkins	\$38,757	\$7,560.00	\$14,143.50	\$8,960.00	\$15,653.50
244 <b>G1</b> Carl Perkins (carryover)	\$23,838	\$0.00	\$0.00	\$0.00	\$23,838.00
255 Title II Part A TPTR	\$122,759	\$0.00	\$614.00	\$0.00	\$122,145.00
255 Title II (carryover)	\$48,889	\$0.00	\$0.00	\$0.00	\$48,889.00
263 Title III Part A LEP	\$43,369	\$3,828.82	\$217.00	\$7,906.45	\$35,245.55
263 Title III (carryover)	\$6,139	\$0.00	\$0.00	\$0.00	\$6,139.00
Instructional Continuity 276 (carryover)	\$18,000	\$0.00	\$0.00	\$0.00	\$18,000.00
287 Title IV Part A Subpart 1	\$42,822	\$0.00	\$602.00	\$0.00	\$42,220.00
287 Title IV (carryover)	\$30,685	\$3,028.00	\$0.00	\$3,028.00	\$27,657.00
288 Texas Homeless Youth <b>H4</b> (carryover)	\$23,600	\$23,600.00	\$0.00	\$23,600.00	\$0.00
410 Instructional Materials	\$48,042	\$0.00	\$0.00	\$6,356.40	\$41,685.60
429 School Safety & Security 00 Grant (carryover)	\$82,134	\$0.00	\$0.00	\$0.00	\$82,134.00
429 Special Ed Fiscal Support 8E Performance (carryover)	\$10,950	\$0.00	\$0.00	\$0.00	\$10,950.00
<b>TOTAL</b>	<b>\$2,527,148</b>	<b>\$240,597.74</b>	<b>\$23,227.50</b>	<b>\$459,221.64</b>	<b>\$2,044,698.86</b>

**2019 Bond Proposition A Financial Report**  
**as of**  
**as of Oct 31, 2020**

<b>Bond Proceeds</b>	(Issued August 2019)	\$73,300,000.00	
Interest		\$711,468.16	
Fees		\$9,500.00	
<b>Total Revenue</b>			<b>\$74,020,968.16</b>

**Bond Expenditures**

JA	Nederland High School	\$2,444,817.12	
JB	Central Middle School	\$45,168.00	
JC	CO Wilson Middle School	\$45,168.00	
JD	Helena Park Elementary	\$437,371.21	
JE	Highland Park Elementary	\$443,659.50	
JF	Hillcrest Elementary	\$472,738.00	
JG	Langham Elementary	\$1,328,366.04	
J0-4	Technology	\$2,803,934.94	
J9	Safety	\$120,786.00	
	Fees	\$9,500.00	
	<b>Total Expenditures</b>		<b>\$8,151,508.81</b>
	<b>Bond Balance 10/31/2020</b>		<b>\$65,869,459.35</b>

2019 Bond Proposition B Financial Report

**Bulldog Stadium**

as of

as of Oct 31, 2020

\$4,500,000.00

<b>Bond Proceeds</b>	\$4,500,000.00	
Interest	<u>\$43,645.61</u>	
<b>Total Revenue</b>		<b>\$4,543,645.61</b>
 <b>Bond Expenditures</b>		
Architect/Engineers	\$284,097.56	
Phase I - Artificial Field Turf	\$1,474,065.67	
<b>Total Expenditures</b>		<b><u>\$1,758,163.23</u></b>
 <b>Bond Balance 10/31/2020</b>		 <b>\$2,785,482.38</b>

# NEDERLAND INDEPENDENT SCHOOL DISTRICT

220 17<sup>th</sup> Street  
Nederland, Texas 77627-5029

## MINUTES

### REGULAR MEETING: NEDERLAND INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

**DATE:** October 19, 2020  
**TIME:** 6:00 p.m., Regular Board Meeting  
**PLACE:** Central Middle School, Library, 200 N.17<sup>th</sup> Street, Nederland, TX

**MEMBERS PRESENT:** Micah Mosley, President  
Nicholas L. Phillips, Vice President  
Roya Scott, Secretary  
Kay DeCuir  
Suzanne Isom  
Jerry Albanese  
Tonya Mitchell

**ALSO PRESENT:** Dr. Stuart Kieschnick, *Superintendent*  
Dr. Steven Beagle, *Asst. Supt./Curriculum and Instruction*  
Mike Laird, *Asst. Supt./Personnel & Auxiliary Services*

**ABSENT:** Melissa J. Wong, *Business Manager*

**VISITORS PRESENT:** Blake Clements & Lisa Michela with IBI, Ira Bean with HB Neild, Natalie Gomez, Principal of NHS, Tina Oliver, Principal of C.O. Wilson Middle School, Erica Gauthier, Principal of Central Middle School, Sissy Yeaman, Principal of Highland Elementary, Kevin Morrison, Principal of Hillcrest Elementary, Toby Latiolais, Principal of Langham Elementary, Charlotte Junot, Principal of Helena Park Elementary, Jared Walker, Principal of Alternative Campus, Lori Bell, C. O. Wilson Middle School PTA President, Allie Mitcham, Langham Elementary PTA President, Pamela Magana, Hillcrest PTA President.

Meeting convened at 6:00 p.m.

#### 1. DISTRICT VISION AND MISSION STATEMENT

#### 2. GRADUATE PROFILE

### **3. CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM**

**4. INVOCATION AND PLEDGES TO AMERICAN AND TEXAS FLAGS** - Mr. Mosley gave the invocation. Dr. Kieschnick led the prayer.

**5. FIRST (FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS) (Public Hearing)** – Mr. Laird presented the report for Ms. Wong and provided a packet in explaining the purpose of the FIRST system and how it ensures that Texas public schools are held accountable for the quality of their financial management practices and that they improve those practices. FIRST ratings are based on 15 indicators divided into three categories: Indicators 1-5 are Critical Indicators that result in pass or fail that include audit results, debt agreements, and payments to TRS & IRS. Indicator 5 will not be utilized for the 2019-20 rating year. The District passed all indicators being scored. Indicators 6-12 are Solvency Indicators based on a 1-10 point system that include cash on hand, support long term solvency, support of debt service, administrative cost ratio, and changes in student to staff ratio. The District scored 70 points out of 70. Indicators 13-15 are the Financial Competence Indicators based on a 1-10 point system which includes comparison of PEIMS data to the audit; auditor’s report of noncompliance with grants, contracts, local funds, and state aid, repayment scheduled as a result of a financial hardship. The District scored 30 out of 30. Nederland ISD has scored a 100/A - Superior for the past 18 years.

**6. OPEN FORUM - None**

### **7. REPORTS**

#### **A. Administrative Reports**

##### **1) Superintendents Report and Recognitions**

**(a) District Update** – Dr. Kieschnick informed the Board at the Region 5 Superintendent meeting, it was mentioned that the surrounding area Districts are deciding to go non-virtual. He stated that NISD is not ready to make that decision at this time. Moving forward, the District needs to have a discussion on being prepared for the change if needed with technology and home engagement.

**(b) Recognition of PTA Presidents** - Dr. Kieschnick introduced the 2020-21 Nederland City Council and Campus PTA President’s. Ms. Lori Bell, C.O. Wilson’s PTA President, Ms. Allie Mitcham, Langham Elementary President, and Ms. Pamela Magana, Hillcrest President were all present. Dr. Kieschnick thanked each of them for all they do and their accomplishments for Nederland ISD.

**(c) Recognition of Nederland ISD Principals** – Dr. Kieschnick announced that October was National Principals Month. Each Principal was presented with a proclamation from Governor Abbott. The following principals were recognized: Nederland High School Principal Ms. Natalie Gomez, Alternative Education School Director Mr. Jared Walker, Central Middle School Principal Ms. Erica Gauthier, C. O. Wilson Middle School

Principal Ms. Tina Oliver, Helena Park Elementary Principal Ms. Charlotte Junot, Ms. Junot is also the City Council Liason for 2020-21, Highland Park Elementary Principal Ms. Sissy Yeaman, Hillcrest Elementary Principal Dr. Kevin Morrison, and Langham Elementary Principal Mr. Toby Latiolais.

**(d) Recognition of 2020 National Blue Ribbon School – Langham Elementary** – Dr. Kieschnick presented Mr. Toby Latiolais with a *Congratulations* basket for Langham Elementary as the 2020 recipient of the National Blue Ribbon School for the second year. Mr. Latiolais commends his teachers and staff at Langham for this honor.

**(e) Director Update - Career and Technology Report** – Dr. Kieschnick presented the CTE update for Mr. Jardell. He reviewed the certifications and accomplishments in all three areas: I. CTE related accomplishments since March 2020. II. Overall CTE Enrollment Numbers of Oct. 2020, and III. Health Science Program of Anatomy & Physiology.

**(f) Director Update – Maintenance and Transportation** – Dr. Kieschnick reported the maintenance and transportation report for Mr. Litvik. The report is the total number of buses and service updates for September 2020 per campus.

**(g) Board Training** – Dr. Kieschnick presented the Board training hours report for the Board members by their hours of continuing education and training hours listed.

**(h) HB3 and Board Goals** – Dr. Kieschnick reported the HB3 and Board Goals are one in the same with slight differences that were discussed and reviewed back in the Spring of 2020 by the Board. Dr. Kieschnick asked if any changes were to be considered or goals will be kept the same? Mr. Mosley suggested that they schedule a board goals training meeting in order to discuss and finalize HB3 and Board Goals. Mr. Mosley questioned feedback received on Edgenuity from Teachers, Parents, and students. Dr. Kieschnick assured him that the program was successful in being more user friendly for the parents and students in an at-home setting. It lessens the workload for Teachers, giving them more face-to-face time with students and it does not demand more time for virtual students only, splitting the time to be equal between the two. This does include many elective courses as well.

**(i) Bond Update** – Dr. Kieschnick introduced Ms. Michela with IBI in which she presented the Project Status Report handout. She reiterated from September's meeting that IBI was on hold due to HB Neild being on pause, because of the cost restraints being at 50% and the drawing configurations. The estimate was more than expected, leading IBI to do two things: One, IBI will review the VE Engineering – looking at the

construction of the building to see if there are any items that can be changed and broken down in costs. Second, IBI will look at the *Scope*, there is a scope increase on **NHS**. They will meet with Administrators to scale down and use only what is needed, this being the *Base Bid* - absolute needs. Then IBI will do the *Add Alternates* – additional add-ons within budget. The schedule is a few months behind, but will be complete by original deadline of Fall 2023 on NHS. The **Elementary schools** are also over budget. IBI will look at original bond scope and do *add alternates*. The schedule is pushed back on all Elementary schools as well. They will be out for bid starting construction, at the latest, February 2021. The **Stadium** is also over budget and is a result of the *Scope Creep*. IBI reviewed the drawings and marked up a set for HB Neild to price it out and to identify areas to cut and make suggested estimates of changes. When HB Neild receives estimates, IBI will start construction by April 2021, leaving the work to be completed by August 2021. Mr. Mosley clarifies the meaning of the *Scope Creep* – needs vs. wants. Ms. Michela states that IBI is reacting to the price inflations due to different areas of disaster that occurred just this year. Dr. Kieschnick also clarified that Ms. Michela was only referring to the six classrooms as an example *only*. Mr. Bean with HB Neild states the price increases are due to many occurrences happening with Mother Natures factors. Mr. Ira Bean of HB Neild confirms that he will be evaluating the engineering budgets to get the prices down and make it work for the best of Nederland ISD. Mr. Mosley confirms that when HB Neild states they will be cutting some items, know that the Board will dissect the wants vs. needs to incorporate what the community wants to see, but the budget always comes into play. Ms. DeCuir recommends moving forward with circumstances at hand as she mentions a similar scenario with some construction projects she is dealing with at this time in another area of business. She states that the price budgets may never come down, and with a fixed budget with the bond, how long is NISD going to wait to continue? She does not want NISD to hold off and the goods just continue to rise in price, not being able to move forward as planned. She suggests to focus on the absolute needs as of now on what our teachers and students have to have. She asks if NISD is considering this while postponing to a longer time frame to stay within the budget for each campus that was allocated. Ms. Michela responded that NHS will continue to be completed in the fall of 2023. The elementary schools are pushed back a few months but IBI will still move forward as planned. They will keep schedules as close to the original dates as possible. Ms. Scott asked if IBI or HB Neild could specify that the cuts are not just concerning the frills, but the lumber and construction side of process. And to confirm how the process will take place as if the concerns and changes made at one school will continue the same throughout all schools as well. Ms. Michela agrees and will look at all areas in each school and will identify the cost savings and will consider adjusting to all campuses equally. Mr. Mosley then asks how the GMP will be effected if

the GMP and the materials come in at 30% less. Would we note that this would be reflected in the billing? HB Neild agrees and this would be an excellent cost savings in turn by using those funds however NISD saw fit. He suggests that the *add alternates* would also help on the bid.

## 2. Curriculum Reports

**(a) Enrollment Report** – Dr. Beagle reported that the current enrollment is 5,007 compared to 5,208 this time last year.

**(b) Alternative Campus** – Dr. Beagle reported that there are currently four students at the Alternative campus which is a decrease from last year's enrollment of 12 during the same time period. He states that all the students are being compliant in more ways than one.

**(c) School Calendar Update** – Dr. Beagle reported that due to missed school days, NISD has shifted the six weeks. The 1<sup>st</sup> six weeks ended on October 16<sup>th</sup>, the 2<sup>nd</sup> six weeks started on October 19<sup>th</sup> - ending on November 20<sup>th</sup> and the 3<sup>rd</sup> six weeks will begin on November 30<sup>th</sup>. The semester remains the same at a balance of 25 days for the 1<sup>st</sup> six weeks, 24 days for the 2<sup>nd</sup> six weeks, and 24 days for the 3<sup>rd</sup> six weeks. Ms. Mitchell states that it is not unusual for numbers to be down after an evacuation and it always takes at least a year to come back up to where the district was before the hurricane.

## 3. Personnel and Auxiliary Reports

**(a) Maintenance & Transportation Report** – Mr. Laird reported on the CO monitor job being complete. This has been a milestone to complete due to the new technology and new tie-in complications. NISD is now a much safer environment for students and staff. Everything is now online.

**(b) Child Nutrition Reports** – Mr. Laird reported that the report format has a different look due to the waiver we are operating under for funding both breakfast and lunch offering ala cart sales that are now added. Student eligibility is at 49.62% in 16 days serving over 2400 students in September 2020.

### (c) Personnel Reports

**1. Personnel Absentee Report** – Mr. Laird stated that the report shows an increase in the personnel illness category due to quarantine placements making this below last year at this time.

**2. Personnel Report** – Mr. Laird reported the resignations, retirements of Ms. Lois Guidry of 24 years and Mr. Sheffield of 26 years with the district, reassignments and employment for the past month.

## 4. Business Reports

**(a) Tax and Financial Reports** – Mr. Laird presented on behalf of Ms. Wong the Tax and Financial reports for the month of September 2020.

**(b) Quarterly Investment Report** – Mr. Laird presented for Ms. Wong the Quarterly Investment Report from June 1, 2020 to August 31, 2020.

## **8. CONSENT AGENDA (ACTION)**

**A. Minutes**

**B. Payment of Bills**

**C. Donations**

**D. Budget Change Request(s)**

**MOTION:** Mr. Phillips made the motion, seconded by Ms. DeCuir to approve the Consent Agenda as presented.

**DISCUSSION:** Mr. Laird reported on donations for September in the amount of \$504 from Associated Builders and Contractors for the welding department at NHS. Dr. Beagle reported on the Budget Change Request to increase the General Fund for Instructional Curriculum for Pathblazers, Boxlights, Stands and Installation in the amount of \$170,000.

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

## **9. OTHER ITEMS (DISCUSSION AND/OR ACTION)**

**A. Hurricane Delta Resolution** – Mr. Laird proposed a Resolution for the Board to adopt the resolution to pay employees for the two missed days due to Hurricane Delta. This allows NISD to pay staff for two days work when closed plus weekend work. NISD will submit these expenses to declare to state for reimbursement.

**MOTION:** Ms. DeCuir made the motion, seconded by Mr. Phillips to approve the Resolution for Hurricane Delta on October 9-12, 2020.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**B. Interlocal Agreement between Nederland ISD and the City of Nederland** – Dr. Kieschnick reported to the Board that the Process Relief Funds due to COVID are giving funds to cities and counties to cover expenses in relating to the Coronavirus. As part of guidelines on funds, cities and counties are able to cost share funds received with local

school districts. We asked the City of Nederland to share their cost relief funds and they have agreed to. Dr. Kieschnick presented to the Board to approve two Interlocal Agreements between the Nederland School District and the City of Nederland. The first agreement indicates the need for Apple Ipads and Lenovo Winbooks and chargers. The second agreement indicates the WiFi and Hotspots needed throughout the district. Pursuant until legal review.

**MOTION:** Mr. Phillips made the motion, seconded by Ms. DeCuir to approve the Interlocal Agreement for Ipads/Winbooks and the Interlocal Agreement for WiFi/Hotspots between Nederland ISD and the City of Nederland.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**C. 2020 Early Release Dates** – Dr. Beagle reviewed Early Release Dates as presented on report highlighting the Fall Teaching Learning (PLC), Homecoming, Parent Conferences, Christmas Holidays, Spring Teaching Learning (PLC), and the Last Day of School.

**MOTION:** Ms. DeCuir made the motion, seconded by Mr. Phillips to approve the 2020-21 Early Release Dates presented.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**D. Consider Purchases over \$50,000** – Mr. Laird presented for Ms. Wong asking the Board for the approval for the 2020-21 school year to consider purchases on charges that Ms. Wong previously asked to change procedures so that the Board can always consider purchases on Coop's with the proposal of the four tonight with Owner Controlled Insurance Program (OCIP), Higginbothom Insurance, Visual Technologies, and Waste Management with Republic Services.

**MOTION:** Ms. Mitchell made the motion, seconded by Mr. Albanese to approve the expenditures over \$50,000 for the 2020-21 school year as presented.

**DISCUSSION:** Mr. Mosley questioned which fund OCIP was pulled from. Mr. Laird confirmed that it was pulled from the bond fund by breaking down projects and rotation. Mr. Mosley stated this will be seen back in bond fund after reimbursement.

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**E. 2020 Tax Roll Grand Recap** – Mr. Laird reported on behalf of Ms. Wong to recommend the Resolution and grand recap of 2020 Tax Roll be approved as shown. Tax Rate is \$1.275% this year. Last year it was at \$1.33. This recap is required every year by the Board.

**MOTION:** Mr. Phillips made the motion, seconded by Ms. DeCuir to approve the 2020 Tax Roll Grand Recap as presented.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**F. Missed School Day Waiver (Delta)** – Dr. Beagle suggested the approval for the Missed School Day waiver due to Hurricane Delta. Dr. Beagle also stated that we have used two weather days previously on August 31, 2020 and September 1, 2020. The waiver includes the following dates: October 9<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup>.

**MOTION:** Ms. DeCuir made the motion, seconded by Ms. Mitchell to approve the Missed School Day waiver from Hurricane Delta as presented.

**DISCUSSION:** Dr. Kieschnick will approach TEA for Commissioner’s approval. If it is not approved, we will need to perceive a way to make up days missed. NISD may consider to add a school day due to being out of minutes. Administration may come back to Board to propose a different approval depending on the Commissioner’s decision. Same goes for the Early Release Dates as well. Graduation date is still May 27, 2021.

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**G. PERSONNEL CLOSED SESSION:** Pursuant to §551.074(1), Texas Government Code, the Board of Trustees may meet in closed session to discuss personnel matters, including employee contract renewal/nonrenewals. Any action, decision, or vote in this matter will be taken in open session, according to law.

**MOTION:** Ms. Scott made the motion, seconded by Mr. Albanese to recommend Mr. Orta for replacing Ms. Kloes as the new NHS Choir Director.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**\*\*\* The Board entered into closed session at 6:57 p.m.\*\*\***

**H. CLOSED SESSION: The Board of Trustees will meet in the executive (closed) session to discuss certain matters excepted from public disclosure by the following statutory provisions: to deliberate matters pertaining to personnel matters including employee contract renewal/non-renewals, as permitted by section §551.074, Texas Government Code; to deliberate matters pertaining to discipline of a student, as permitted by section §551.082, Texas Government Code; for discussion of personally identifiable student information as permitted by section §551.0821, Texas Government Code; to deliberate matters pertaining to real property, as permitted by section §551.072, Texas Government Code; to consult with attorney, as permitted by section §551.071, Texas Government Code.**

**\*\*\*The Board reconvened in open session at 7:13 p.m.\*\*\***

**MOTION:** Mr. Albanese made the motion, seconded by Ms. Mitchell, to adjourn the meeting.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, Mosley, Phillips and Scott  
Nay – None – (Motion carried, 7,0)

**10. ADJOURNMENT** – There was no other business and the meeting adjourned at 7:13 p.m.

\_\_\_\_\_, President

\_\_\_\_\_, Secretary

Dr. Stuart Kieschnick, Assistant Superintendent  
Jennifer M. Holyfield, Recording Secretary

# NEDERLAND INDEPENDENT SCHOOL DISTRICT

220 17<sup>th</sup> Street  
Nederland, Texas 77627-5029

## MINUTES

**SPECIAL MEETING:**   **VIRTUAL ONLY MEETING**  
**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**BOARD OF TRUSTEES**

**DATE:**                   October 27, 2020  
**TIME:**                   6:00 p.m., Special Board Meeting  
**PLACE:**                  Boardroom, Administration Bldg., 220 N.17<sup>th</sup> Street, Nederland, TX

**MEMBERS PRESENT:** Micah Mosley, President  
                              Kay DeCuir  
                              Suzanne Isom  
                              Jerry Albanese  
                              Tonya Mitchell

**ALSO PRESENT:**        Dr. Stuart Kieschnick, *Superintendent*  
                              Dr. Steven Beagle, *Asst. Supt./Curriculum and Instruction*  
                              Mr. Mike Laird, *Asst. Supt./Personnel & Auxiliary Services*

**ABSENT:**                Nicholas L. Phillips, Vice President  
                              Roya Scott, Secretary

Meeting convened at 6:04 p.m.

**CALL TO ORDER, ROLL CALL, ESTABLISHMENT OF QUORUM** – Micah Mosley gave the invocation. Dr. Kieschnick led the prayer.

- 1. Develop and take possible action on the House Bill 3 and Board Goals** – Dr. Kieschnick provided the Board members with a House Bill 3 and Board Goals handout in which he developed under the direction of Mr. Mosley. He thoroughly reviewed each goal explaining adjustments due to COVID. Dr. Kieschnick stated that the HB3 goals deal with three areas: Early Education, Reading and Math and College, Career, and Military Readiness (CCMR). The goals are similar with differences in certain areas pertaining to the increases in percentages for growth in the 3 year goal towards June 2024.

**MOTION:**                Mr. Albanese made the motion, seconded by Ms. DeCuir, to consider and take possible action to approve the short term lease

**DISCUSSION:**         None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, and Mosley  
Nay – None – (Motion carried, 5,0)

**\*\*\* The Board entered into closed session at 6:05 p.m.\*\*\***

**2. CLOSED SESSION: Pursuant to Texas Government Code §551.071 and §551.129, consult with legal counsel regarding lease of NISD Educational Broadband Services channels under call sign WLX358 with Clearwire Spectrum Holdings III LLC, including expiration of current lease, possible short term lease, and future lease or sale options regarding same.**

**\*\*\*The Board reconvened in open session at 6:47 p.m.\*\*\***

**3. Discuss and take possible action related to lease of NISD Educational Broadband Service channels under call sign WLX358, including possible approval of short term lease and necessary action to proceed with future lease or sale of channels.**

**MOTION:** Mr. Albanese made the motion, seconded by Ms. DeCuir, to approve the short term lease with Clearwire Spectrum Holdings III with Nederland ISD Educational Broadband Services channels under call sign WLX358 and to authorize the Superintendent to execute the same including the initiation process of the RMP & sales or lease of NISD Education Broadband channels.

**DISCUSSION:** Mr. Albanese expressed the offer leased for 30 years is good, but NISD could possibly see better numbers if put on the market. Mr. Mosley claims this is a fair offer. Ms. Mitchell agrees, stating because we are Government, we owe diligence to make sure it is of market value. Ms. DeCuir states that it was mentioned that the offer made, will be put in writing. Mr. Albanese then states, that if no other offers are received, this puts this company in headship.

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, and Mosley  
Nay – None – (Motion carried, 5,0)

**MOTION:** Mr. Mosley made the motion, seconded by Ms. DeCuir, to adjourn the meeting.

**DISCUSSION:** None

**VOTE:** Yay - Albanese, DeCuir, Isom, Mitchell, and Mosley  
Nay – None – (Motion carried, 5,0)

**ADJOURNMENT** – There was no other business and the meeting adjourned at 6:55 p.m.

\_\_\_\_\_, President

\_\_\_\_\_, Secretary

Dr. Stuart Kieschnick, Superintendent  
Ms. Jennifer M. Holyfield, Recording Secretary

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
149852	10/02/2020	12453	1000BULBS.COM	\$49.42
149853	10/02/2020	13521	ALICE ARY	\$33.06
149854	10/02/2020	10455	ALL PHASE ELECTRIC SUPPLY	\$34.00
149855	10/02/2020	13000	ALL TERRAIN EQUIPMENT COMPANY	\$6,699.00
149856	10/02/2020	12492	AMAZON	\$469.92
149857	10/02/2020	10376	ANCORA PUBLISHING	\$1,198.13
149858	10/02/2020	10325	APPLE, INC.	\$1,750.00
149859	10/02/2020	45056	AT&T	\$6,855.40
149860	10/02/2020	10832	B.E. PUBLISHING	\$776.74
149861	10/02/2020	13396	BRANT HALFIN	\$110.00
149862	10/02/2020	12205	BSN SPORTS	\$126.75
149863	10/02/2020	50696	CASEY MAXWELL	\$90.00
149864	10/02/2020	47450	CDW GOVERNMENT INC.	\$2,119.63
149865	10/02/2020	10866	CEV MULTIMEDIA LTD	\$7,560.00
149866	10/02/2020	12023	CHASE MATTHEW ROMERO	\$80.00
149867	10/02/2020	15100	CITY OF NEDERLAND	\$2,908.29
149868	10/02/2020	15101	CITY OF NEDERLAND - SECURITY GUARD	\$1,230.00
149869	10/02/2020	45468	COCA COLA SOUTHWEST BEVERAGES LLC	\$2,435.53
149870	10/02/2020	13411	CODY PERKINS	\$130.00
149871	10/02/2020	13204	DARREN WASHBURN	\$110.00
149872	10/02/2020	13700	DELTAMATH SOLUTIONS, LLC	\$1,350.00
149873	10/02/2020	12958	EDGENUITY	\$99.00
149874	10/02/2020	21450	ENTERGY	\$99,658.17
149875	10/02/2020	13697	GATEWAY EDUCATION HOLDINGS LLC	\$499.97
149876	10/02/2020	13687	GAZILLION OFFICE PRODUCTS, LLC	\$6,753.00
149877	10/02/2020	51397	GOVCONNECTION INC	\$662.01
149878	10/02/2020	20900	GRAINGER	\$158.00
149879	10/02/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$2,031.22
149880	10/02/2020	13645	GROUNDFORCE BUILDING SYSTEMS, LLC	\$19,937.00
149881	10/02/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$12,684.69
149882	10/02/2020	44394	HIGGINBOTHAM INSURANCE AGENCY	\$1,483.95
149883	10/02/2020	51010	HOME DEPOT PRO INSTITUTIONAL	\$5,802.80
149884	10/02/2020	28765	HOUGHTON MIFFLIN HARCOURT	\$390.00
149885	10/02/2020	11632	HUDL	\$398.00
149886	10/02/2020	41450	INTERSTATE BATTERY OF BEAUMONT	\$269.85
149887	10/02/2020	23250	JEFFERSON CO WATER DISTRICT #10	\$645.53
149888	10/02/2020	51764	JENNIFER L. MERCHANT	\$11.60
149889	10/02/2020	47911	JUNIOR LIBRARY GUILD	\$1,134.70
149890	10/02/2020	13738	KARLEY SWINDEL	\$300.00
149891	10/02/2020	11806	KEEP IT SAFE	\$5,500.00

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
149892	10/02/2020	12472	KELSEY SWINDEL	\$300.00
149893	10/02/2020	13160	LABATT FOOD SERVICE	\$13,177.87
149894	10/02/2020	48035	LAMAR STATE COLLEGE-PT. ARTHUR	\$2,049.00
149895	10/02/2020	48077	LOWE'S HOME CENTER INC.	\$95.88
149896	10/02/2020	49923	MACGILL DISCOUNT NURSE SUPPLY	\$300.00
149897	10/02/2020	13732	MANEUVERING THE MIDDLE LLC	\$289.00
149898	10/02/2020	25150	MANNING'S OFFICE SOLUTIONS LLC	\$600.94
149899	10/02/2020	12864	MICHELLE LEAGANS	\$650.00
149900	10/02/2020	49840	MUNRO'S UNIFORM SERVICES	\$1,217.29
149901	10/02/2020	42057	NEDERLAND HIGH SCHOOL-STUDENT ACTIV	\$60.00
149902	10/02/2020	11782	OCCUPATIONAL MEDICAL CARE	\$290.00
149903	10/02/2020	11697	O'REILLY AUTO PARTS	\$250.09
149904	10/02/2020	12212	PAX SUPPLY	\$2,645.46
149905	10/02/2020	42100	PIONEER MANUFACTURING COMPANY	\$1,188.50
149906	10/02/2020	10601	PNG BAND	\$300.00
149907	10/02/2020	12966	PRO CHEM, INC.	\$729.50
149908	10/02/2020	42947	R. C. SERVICES	\$90.16
149909	10/02/2020	10464	REGION 4 ESC	\$245.00
149910	10/02/2020	13040	RESPONSIVE LEARNING	\$10,500.00
149911	10/02/2020	13662	REV 19 PAYK12 LLC	\$1,075.00
149912	10/02/2020	30131	SAFETY KLEEN CORP.	\$337.16
149913	10/02/2020	30450	SCHOLASTIC INC	\$329.67
149914	10/02/2020	13230	SCHOOL SAVERS	\$5,760.95
149915	10/02/2020	46567	SCHOOL SPECIALTY, INC.	\$25.51
149916	10/02/2020	51725	SOUTHERN COMPUTER WAREHOUSE	\$167.10
149917	10/02/2020	12998	SUSAN TREVINO	\$500.00
149918	10/02/2020	10985	SUZIE TWEEDEL	\$150.80
149919	10/02/2020	49228	SWANK MOVIE LICENSING USA	\$525.00
149920	10/02/2020	13630	SYMMETRY TURF SPORTS CONSTRUCTION	\$590,189.40
149921	10/02/2020	12968	TAJE	\$105.00
149922	10/02/2020	32993	TASBO	\$540.00
149923	10/02/2020	11487	TEACHER SYNERGY LLC	\$32.00
149924	10/02/2020	49158	TEPSA	\$788.00
149925	10/02/2020	10117	TERRELL'S LAWN & TREE SERVICE	\$1,700.00
149926	10/02/2020	11102	THOMAS A/C SUPPLY, INC	\$4,404.14
149927	10/02/2020	13724	TMOBILE	\$3,000.00
149928	10/02/2020	33679	TMSCA	\$130.00
149929	10/02/2020	47100	TOLEDO PHYSICAL ED. SUPPLY CO.	\$495.71
149930	10/02/2020	11227	U-HAUL INTERNATIONAL	\$71.32
149931	10/02/2020	13717	USA STRONG PRODUCTS, LLC	\$789.91

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
149932	10/02/2020	40219	VERIZON WIRELESS	\$2,885.60
149933	10/02/2020	41256	VISUAL TECHNIQUES INC.	\$369.95
149934	10/02/2020	34922	WARREN EQUIPMENT COMPANY	\$3,513.00
149935	10/02/2020	51861	WORLD BOOK, INC.	\$336.11
149936	10/02/2020	47788	WORTHINGTON DIRECT	\$230.05
149937	10/02/2020	48537	XEROX CORPORATION	\$148.50
149938	10/09/2020	13595	ADAM ARCENEUX	\$610.00
149939	10/09/2020	13617	ALEXANDER JACKSON BELL	\$210.00
149940	10/09/2020	10455	ALL PHASE ELECTRIC SUPPLY	\$2,008.00
149941	10/09/2020	12492	AMAZON	\$2,316.69
149942	10/09/2020	10980	AMERICAN EXPRESS	\$2,744.31
149943	10/09/2020	11648	ANDREW DUPUIS	\$460.00
149944	10/09/2020	10116	ANDY ARNOLD	\$230.00
149945	10/09/2020	41000	AQUILA GOLF, INC.	\$2,000.00
149946	10/09/2020	12963	AVID CENTER	\$14,037.00
149947	10/09/2020	47988	B & H PHOTO VIDEO INC.	\$1,876.83
149948	10/09/2020	12026	BRAD LEMOINE	\$460.00
149949	10/09/2020	13396	BRANT HALFAN	\$230.00
149950	10/09/2020	50696	CASEY MAXWELL	\$430.00
149951	10/09/2020	11290	CESD	\$380.00
149952	10/09/2020	49334	CLASSIC FORMS AND PRODUCTS INC.	\$1,285.28
149953	10/09/2020	13411	CODY PERKINS	\$230.00
149954	10/09/2020	11908	COMMUNICAN & BAYLOR BRIEFS	\$280.28
149955	10/09/2020	42514	COREY MENDOZA	\$230.00
149956	10/09/2020	12566	COUNTY SIGN AND AWNING	\$4,000.00
149957	10/09/2020	13118	CUTTIN CORNERS	\$540.00
149958	10/09/2020	13204	DARREN WASHBURN	\$100.00
149959	10/09/2020	51697	DAVID C HOENING	\$450.00
149960	10/09/2020	51934	DAYTON ISD	\$750.00
149961	10/09/2020	44545	DELL MARKETING	\$623.32
149962	10/09/2020	43513	DONNA M. FARRELL LSSP	\$945.00
149963	10/09/2020	21450	ENTERGY	\$286.28
149964	10/09/2020	11894	FARRIS PADDIO	\$37.12
149965	10/09/2020	13080	FINDAWAY	\$86.94
149966	10/09/2020	11709	FOLLETT SCHOOL SOLUTION, INC.	\$10,949.90
149967	10/09/2020	12021	FRED MILLER STORES - OUTDOOR EQUIP	\$63.80
149968	10/09/2020	13100	GINA MCDONALD	\$9.28
149969	10/09/2020	12738	GONZALEZ SOLUTIONS FOR BUSINESS	\$1,169.75
149970	10/09/2020	20760	GOPHER	\$654.02
149971	10/09/2020	20900	GRAINGER	\$132.06

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
149972	10/09/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$1,106.36
149973	10/09/2020	13303	H.E. BUTT GROCERY COMPANY	\$96.20
149974	10/09/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$425.44
149975	10/09/2020	44394	HIGGINBOTHAM INSURANCE AGENCY	\$1,605.34
149976	10/09/2020	51010	HOME DEPOT PRO INSTITUTIONAL	\$3,199.45
149977	10/09/2020	28765	HOUGHTON MIFFLIN HARCOURT	\$1,390.25
149978	10/09/2020	41450	INTERSTATE BATTERY OF BEAUMONT	\$763.70
149979	10/09/2020	13575	JACOB A. KING	\$250.00
149980	10/09/2020	23985	JEFFERSON COUNTY TAX OFFICE	\$6,134.10
149981	10/09/2020	50895	JEREMY REESE	\$410.00
149982	10/09/2020	47911	JUNIOR LIBRARY GUILD	\$5,024.49
149983	10/09/2020	10351	JUSTIN WALKER	\$62.02
149984	10/09/2020	41067	KARL LEONE	\$400.00
149985	10/09/2020	13053	KEY INSTALLATIONS LLC	\$31,200.00
149986	10/09/2020	40668	KOMMERCIAL KITCHENS	\$4,342.93
149987	10/09/2020	13160	LABATT FOOD SERVICE	\$14,519.14
149988	10/09/2020	13593	LAYNE VERDINE	\$400.00
149989	10/09/2020	13658	LEO WEEKS PHOTOGRAPHERS	\$75.00
149990	10/09/2020	13742	LINDSEY ALLEN	\$50.00
149991	10/09/2020	48771	LITTLETON GROUP, THE	\$4,010.00
149992	10/09/2020	11425	LONESTAR COPY PRODUCTS	\$839.55
149993	10/09/2020	41873	LONGHORN BUS SALES	\$399.43
149994	10/09/2020	50827	MAGAZINE SUBSCRIPTIONS PTP-AUSTIN	\$391.17
149995	10/09/2020	13743	MANDI HARRIS	\$8.15
149996	10/09/2020	11099	MCGRAW HILL EDUCATION, INC	\$1,824.00
149997	10/09/2020	12765	NAPA AUTO PARTS	\$1,452.78
149998	10/09/2020	26183	NASSP/NJHS	\$469.00
149999	10/09/2020	51065	NATIONAL ASSOC OF SCHOOL NURSES	\$159.50
150000	10/09/2020	10994	NEDERLAND HIGH SCHOOL- CHEERLEADERS	\$400.00
150001	10/09/2020	11782	OCCUPATIONAL MEDICAL CARE	\$535.00
150002	10/09/2020	48266	OFFICE DEPOT	\$1,276.76
150003	10/09/2020	12424	ONE BEAT CPR+AED	\$1,140.00
150004	10/09/2020	51206	PEARSON EDUCATION	\$9.75
150005	10/09/2020	42876	POWERSCHOOL GROUP LLC	\$163,425.01
150006	10/09/2020	13741	PRESTON PIETRZYKOWSKI	\$180.00
150007	10/09/2020	13690	PROFESSIONAL PLASTICS, INC	\$46,900.00
150008	10/09/2020	11678	REALITYWORKS	\$1,422.90
150009	10/09/2020	29500	REGION 5 ESC	\$520.00
150010	10/09/2020	12909	REPUBLIC SERVICES	\$5,386.54
150011	10/09/2020	44380	RICHARD HEBERT	\$260.00

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
150012	10/09/2020	29650	RITTER LUMBER CO	\$221.24
150013	10/09/2020	12954	RYAN ALLEN PERRIRAZ	\$200.00
150014	10/09/2020	13726	S/P2	\$299.00
150015	10/09/2020	30131	SAFETY KLEEN CORP.	\$682.02
150016	10/09/2020	50749	SANITARY SUPPLY COMPANY INC.	\$18,549.70
150017	10/09/2020	46567	SCHOOL SPECIALTY, INC.	\$58.06
150018	10/09/2020	31200	SETZER HARDWARE, INC	\$1,576.31
150019	10/09/2020	31400	SHERWIN WILLIAMS CO	\$541.23
150020	10/09/2020	13559	SOUTHEAST TEXAS PEDIATRIC THERAPY	\$1,848.74
150021	10/09/2020	12490	SOUTHEAST TEXAS PLUMBING, INC.	\$1,941.66
150022	10/09/2020	10192	SOUTHEAST TX AUTOMOTIVE EQUIPMENT	\$727.28
150023	10/09/2020	51725	SOUTHERN COMPUTER WAREHOUSE	\$2,685.44
150024	10/09/2020	32172	SOUTHWEST BUILDING SYSTEMS	\$1,702.00
150025	10/09/2020	13692	STAGERIGHT CORPORATION	\$16,650.00
150026	10/09/2020	49164	STANBURY UNIFORMS INC.	\$13,981.80
150027	10/09/2020	12181	SUNBELT RENTALS	\$243.18
150028	10/09/2020	49228	SWANK MOVIE LICENSING USA	\$545.00
150029	10/09/2020	32850	SWICEGOOD MUSIC COMPANY	\$1,312.61
150030	10/09/2020	12875	TANNER THOMPSON	\$210.00
150031	10/09/2020	32988	TASA	\$700.00
150032	10/09/2020	32995	TASSP	\$255.00
150033	10/09/2020	11487	TEACHER SYNERGY LLC	\$45.49
150034	10/09/2020	13029	TENNIS EXPRESS	\$867.76
150035	10/09/2020	50861	TENNIS WAREHOUSE	\$980.00
150036	10/09/2020	43161	TEXAS ASSOC. FOR ALTERNATIVE EDUC.	\$40.00
150037	10/09/2020	50711	TEXAS ASSOC. OF MID-SIZE SCHOOLS	\$500.00
150038	10/09/2020	11102	THOMAS A/C SUPPLY, INC	\$134.00
150039	10/09/2020	51851	TMEA REGION 10 VOCAL DIVISION	\$1,800.00
150040	10/09/2020	12606	TODD GUIDRY	\$230.00
150041	10/09/2020	13444	TOTAL SPECIAL EDUCATION SOLUTIONS	\$5,000.00
150042	10/09/2020	50299	TOWER COMMUNICATIONS INC	\$48.00
150043	10/09/2020	10504	TRI CITY COFFEE SERVICE COMPANY	\$50.90
150044	10/09/2020	13501	TRIANGLE BLUEPRINT COMPANY	\$96.00
150045	10/09/2020	11227	U-HAUL INTERNATIONAL	\$76.91
150046	10/09/2020	34922	WARREN EQUIPMENT COMPANY	\$391.63
150047	10/09/2020	48002	WEST DAVIS & COMPANY	\$4,750.00
150048	10/09/2020	47788	WORTHINGTON DIRECT	\$541.91
150049	10/16/2020	10259	ACME ARCHITECTURAL HARDWARE	\$1,092.98
150050	10/16/2020	13238	ADAPTIVEMALL.COM	\$64.76
150051	10/16/2020	10400	ALERT SERVICES	\$261.70

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
150052	10/16/2020	12574	ALICE'S DREAM	\$150.00
150053	10/16/2020	13000	ALL TERRAIN EQUIPMENT COMPANY	\$700.00
150054	10/16/2020	12492	AMAZON	\$978.33
150055	10/16/2020	45056	AT&T	\$774.18
150056	10/16/2020	12914	ATT MOBILITY	\$245.54
150057	10/16/2020	10521	BLACKBOARD INC.	\$14,040.00
150058	10/16/2020	49200	BORDEN DAIRY COMPANY	\$12,530.46
150059	10/16/2020	47450	CDW GOVERNMENT INC.	\$6,479.05
150060	10/16/2020	45468	COCA COLA SOUTHWEST BEVERAGES LLC	\$210.10
150061	10/16/2020	13411	CODY PERKINS	\$180.00
150062	10/16/2020	10651	COLIN BATCHELOR	\$230.00
150063	10/16/2020	12092	DARR EQUIPMENT COMPANY	\$830.07
150064	10/16/2020	17976	EATON MEATS	\$600.00
150065	10/16/2020	42576	GARY PORTER	\$230.00
150066	10/16/2020	20900	GRAINGER	\$43.75
150067	10/16/2020	11001	GREAT AMERICA FINANCIAL SERVICES	\$637.86
150068	10/16/2020	11473	H. B. NEILD & SONS, INC.	\$19,589.67
150069	10/16/2020	22080	HERNANDEZ OFFICE SOLUTIONS	\$12,247.43
150070	10/16/2020	28765	HOUGHTON MIFFLIN HARCOURT	\$660.00
150071	10/16/2020	13735	ILYNN BERDOZA	\$245.00
150072	10/16/2020	50895	JEREMY REESE	\$500.00
150073	10/16/2020	23350	JIFFY TROPHIES	\$744.69
150074	10/16/2020	23450	JOHNSON SUPPLY	\$575.04
150075	10/16/2020	44903	KAZDON INC	\$571.55
150076	10/16/2020	13053	KEY INSTALLATIONS LLC	\$2,200.00
150077	10/16/2020	40668	KOMMERCIAL KITCHENS	\$338.47
150078	10/16/2020	13160	LABATT FOOD SERVICE	\$26,787.88
150079	10/16/2020	11425	LONESTAR COPY PRODUCTS	\$665.50
150080	10/16/2020	13732	MANEUVERING THE MIDDLE LLC	\$449.00
150081	10/16/2020	13385	MOSYLE	\$15,840.00
150082	10/16/2020	26350	N.I.S.D. PETTY CASH	\$339.50
150083	10/16/2020	11782	OCCUPATIONAL MEDICAL CARE	\$65.00
150084	10/16/2020	48266	OFFICE DEPOT	\$3,874.73
150085	10/16/2020	11066	OMNI FILTRATION	\$3,846.27
150086	10/16/2020	42100	PIONEER MANUFACTURING COMPANY	\$1,299.00
150087	10/16/2020	44380	RICHARD HEBERT	\$80.00
150088	10/16/2020	44520	RIVERSIDE INSIGHTS	\$9,178.77
150089	10/16/2020	12954	RYAN ALLEN PERRIRAZ	\$180.00
150090	10/16/2020	44803	SCHOOL NURSE SUPPLY	\$266.80
150091	10/16/2020	46567	SCHOOL SPECIALTY, INC.	\$1,775.97

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**  
**DISBURSEMENT CHECK REGISTER**  
**FOR - October**

Check #	Check Date	Vendor #	Payee Name	Check Amount
150092	10/16/2020	51725	SOUTHERN COMPUTER WAREHOUSE	\$846.58
150093	10/16/2020	32172	SOUTHWEST BUILDING SYSTEMS	\$71.13
150094	10/16/2020	13456	SPECTRUM ENTERPRISE	\$795.08
150095	10/16/2020	11487	TEACHER SYNERGY LLC	\$137.02
150096	10/16/2020	13445	TEACHTOWN, INC.	\$891.00
150097	10/16/2020	51802	TERRY MORTON	\$190.00
150098	10/16/2020	33549	TEXAS DEPT OF PUBLIC SAFETY	\$38.00
150099	10/16/2020	11102	THOMAS A/C SUPPLY, INC	\$10,889.64
150100	10/16/2020	13444	TOTAL SPECIAL EDUCATION SOLUTIONS	\$4,000.00
150101	10/16/2020	13419	VERO FIBER NETWORKS LLC	\$43,701.84
150102	10/16/2020	13359	VEX ROBOTICS INC	\$232.51
150103	10/16/2020	34922	WARREN EQUIPMENT COMPANY	\$312.00
150104	10/16/2020	48576	WESCO DISTRIBUTING INC.	\$206.26
150105	10/16/2020	48537	XEROX CORPORATION	\$1,270.00
150106	10/21/2020	13733	ACKERMAN INSTITUTE FOR THE FAMILY	\$3,028.00
150107	10/21/2020	11811	ASI SECURITY PARTNERS	\$17,865.00
150108	10/21/2020	47373	FROST INSURANCE AGENCY INC.	\$77,415.00
150109	10/21/2020	11473	H. B. NEILD & SONS, INC.	\$368,365.42
150110	10/21/2020	44394	HIGGINBOTHAM INSURANCE AGENCY	\$887,659.72
150111	10/21/2020	13745	WRAP UP INSURANCE SOLUTIONS, INC.	\$69,000.00
150112	10/30/2020	45882	BONIN ROOFING CO.	\$9,972.00
150113	10/30/2020	47450	CDW GOVERNMENT INC.	\$803,332.50
150114	10/30/2020	21450	ENTERGY	\$50,249.84
150115	10/30/2020	41873	LONGHORN BUS SALES	\$534,206.00
150116	10/30/2020	11800	TRAVIS BROTHERS BLDG AUTOMTN TX LLC	\$25,290.00
150117	10/30/2020	13105	XENITH, LLC	\$211.00
<b>Total of Checks --&gt;</b>				<b>\$4,334,651.21</b>

**NEDERLAND INDEPENDENT SCHOOL DISTRICT  
November Donations**

<b>DONATION MADE BY</b>	<b>DONATION MADE TO</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
Dr. Aaron Spiegel	NHS Faculty	Faculty T-Shirts	\$1,844.00
Skylar DeRainer	Helena Park	Classroom Supplies	\$1,000.00
Rao's Bakery	Highland Park	Cookie Coupons for Faculty	\$75.00
HEB (Dr Velina Johnson)	Hillcrest	Books for Library	\$100.00
		<b>Grand Total</b>	<b>\$3,019.00</b>

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**

**Board of Trustees**

November 16, 2020  
Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick  
Recommended By

**Review NISD District Improvement Plan  
(DISCUSSION AND/OR ACTION)**

Review the NISD District Improvement Plan as shown on the following pages.

# Nederland Independent School District

## District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

The mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

## Vision

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

## Core Beliefs

Nederland ISD Belief System:

Education is a shared responsibility of students, school, home and community. With that as an essential principle, we believe the following to be true for students, staff, families and the community:

- Everyone has equal inherent worth and deserves to be treated with respect and dignity.
- Everyone needs challenge, opportunity and encouragement.
- Each person is unique.
- Meaningful relationships have profound lifelong impact.
- Integrity is essential.
- Imagination and creativity are vital.

- A safe environment is necessary for learning.
- Every person can learn.
- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- There is always room for improvement.
- All students must graduate with the skills they need to pursue their aspirations.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	8
District Processes & Programs	15
Perceptions	21
Priority Problem Statements	25
Comprehensive Needs Assessment Data Documentation	27
Goals	29
Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)	29
Goal 2: Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)	31
Goal 3: Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.	33
Goal 4: Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.	43
Goal 5: Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.	48
District Education Improvement Committee	56
Addendums	58

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The District Educational Improvement Council (DEIC) Met on November 12, 2020 to review and provide input in the District Improvement Plan. Due to COVID-19 there were no State Assessments given in the Spring of 2020, therefore much of the data and needs will be based on the 2018-19 Texas Academic Performance Report (TAPR).

Nederland ISD is located in Southeast Texas in the heart of Jefferson County. It is easily accessed by Highway 69 and Interstate 10 between Beaumont and Port Arthur, Texas. Nederland ISD less than 100 miles from Houston and less than 50 miles from the Louisiana border. With a current enrollment of 5018 students, Nederland Independent School District is the largest employer in the city.

Nederland ISD educates approximately 5018 students in the 8 campuses:

- Nederland High School
- C. O. Wilson Middle School
- Central Middle School
- Highland Park Elementary
- Hillcrest Elementary
- Helena Park Elementary
- Langham Elementary
- Alternative Campus

The District and Campus Student Demographics are as follows:

District Demographics 2019 PEIMS Reporting												
	AA	His	White	Am Ind	Asian	Two or More	Sped	504*	Eco Dis*	LEP	GT	At Risk
<b>District</b>	9.3%	27.4%	53.9%	0.5%	6.5%	2.3%	11.7%	8.3%	49.6%	8.9%	4.4%	33.9%
<b>High School</b>	8.5%	25.7%	56.2%	0.6%	7.5%	1.5%	12.2%	12.1%	46.8%	3.8%	3.3%	34.9%
<b>Central M S</b>	17.7%	30.8%	41.9%	0.7%	7.8%	1.2%	10.6%	9.1%	55.8%	11.9%	5.0%	38.6%
<b>Wilson M S</b>	4.7%	23.6%	65.3%	0.4%	3.8%	2.2%	11.0%	10.1%	43.7%	5.4%	4.9%	35.2%
<b>Highland</b>	8.0%	26.7%	58.0%	1.0%	3.3%	3.1%	12.2%	4.2%	49.4%	9.6%	2.7%	34.3%
<b>Hillcrest</b>	16.0%	37.4%	30.8%	0.3%	11.1%	4.2%	10.1%	4.9%	67.5%	26.4%	3.6%	41.0%
<b>Helena</b>	5.7%	22.7%	63.6%	0.2%	6.0%	1.8%	13.2%	4.5%	35.5%	5.2%	6.6%	23.4%
<b>Langham</b>	3.0%	27.9%	59.9%	0.2%	4.3%	4.6%	13.2%	4.4%	56.5%	7.1%	6.4%	24.9%

\*based on 2020 data

The average student-teacher ratio for Nederland ISD is 15.1 to 1. The annual dropout rate for students in grades 9-12 is 0.7% (based on the 17-18 graduating class. 62.5% of the districts graduating seniors (class of 2018) took the SAT or ACT college entrance exams with scores well above state and national averages.

### Nederland ISD Teacher Demographics

Nederland ISD teacher experience compared to the state.

	Number Of Teachers	District	State
Beginning Teachers	12.8	3.5%	7.0%
1-5 Years Experience	76.4	21.0%	28.9%
6-10 Years Experience	58.0	15.9%	19.0%
11-20 Years Experience	113.3	31.1%	29.3%
Over 20 Years Experience	103.4	28.4%	15.7%

Nederland ISD Teacher Demographics are as follows: 1.1% African American; 7.9% Hispanic; 88.0% White; 0.5% American Indian; 1.6% Asian; and 0.8% Two or More Races.

Nederland ISD's teacher turnover rate is 10.3% compared to the state's turnover rate of 16.5%.

The Nederland Independent School District is nestled in the Southeast corner of Texas where public education is the heart and soul of communities. Nederland ISD has a 100 year long standing tradition of excellence in the classroom by preparing students for post-secondary education, trades, and careers. Nederland ISD consists of a diverse student population with a cross section of socioeconomic backgrounds. The petrochemical industry supports most families bringing both blue collar workers and top notch professionals to the area. Additionally, Nederland ISD believes that members of the Nederland community and local businesses are an essential part in the growth and development of our students and district. We continuously strive to create mutually beneficial relationships within our school community.

### Demographics Strengths

Nederland ISD is comprised of a diverse student population.

Nederland ISD has a greater percentage of experienced teachers than is found throughout the state.

Nederland ISD students perform well above the state on College Entrance Exams (SAT and ACT).

Nederland ISD students perform well above the state on College, Career, and Military Readiness.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. **Root Cause:** We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

# Student Learning

## Student Learning Summary

Nederland ISD received an A rating.

***DUE TO COVID-19 ALL SCHOOLS IN TEXAS WERE NOT RATED.***

## Nederland ISD Student Achievement : Domain 1

Strengths: Graduation Rate, College, Career and Military Readiness, and STAAR: Social Studies, Math, Science, and ELA/Reading

Opportunities for Growth: STAAR: Writing

	2018	2019	
Approaches	81%	83%	+2
Meets	53%	55%	+2
Masters	23%	26%	+3

## School Progress Domain

Part A: Student Growth - Reading & Math

School Progress, Part A: Student Growth includes all assessments with STAAR progress measure. District and campuses earn credit for results that **maintain proficiency** or **meet growth expectations** on STAAR.

0 Points= 972 Tests

.5 Points= 560 Tests

1 point= 2608 Tests

Total: 4140 Tests

-----

**0 Points: 972**

DNM to DNM= 218 Tests

Nederland Independent School District  
Generated by Plan4Learning.com

Approaches to DNM= 152 Tests

Meets to Approaches= 273 Tests

Masters to Meets= 237 Tests

Masters to Approaches= 68 Tests

Meets to DNM= 22 Tests

Masters to DNM= 2 Tests

School Progress Domain Part B: Relative Performance

Relative Performance evaluates the achievement of all students (STAAR and CCMR averaged) **relative to districts** or campuses with **similar socioeconomic statuses**.

**Nederland ISD Scaled Score: 2018-2019**

80 to 91 +11 A

ED% 45.9

**Closing the Gaps: Domain III (Federal Accountability):** CCMR, ELP Status and Academic Achievement (Meets Level)

Strength: Opportunity for Growth: Federal Graduation Rate ( Addendum: Manual p.36)

(90% Student groups that are at or above 90% are required to exceed that rte by at least a tenth of a percent in the following years. EX: 92.5 to 92.6; ESSA Plan: USDE Rule - Continuous Improvement)

**2018 to 2019 81 to 88 +7**

***TO COVID-19 TERE WERE NO RATINGS ISSUED FOR THE TEXAS SCHOOLS FOR 2019-2020.***

**2019 Accountability Ratings Overall Summary: 8/22/2019**

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
Eco. Dis. %	45.9	37.8	58.2	42.3	36.	46.1	63.1	52.6

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
<b>OVERALL</b>	A	A	C	B	B	B	B	A
	90	91	79	82	89	86	87	91
<b>STUDENT ACHIEVEMENT</b>	A	A	C	B	A	A	B	A
	90	92	78	83	90	91	85	92
STAAR Performance	86	90	78	83	90	91	85	92
College, Career and Military Readiness	94	94						
Graduation Rate	90	90						
<b>SCHOOL PROGRESS</b>	A	B	B	C	B	B	B	A
	91	86	81	79	81	87	88	91
Academic Growth	B	B	D	C	B	C	B	B
	80	82	69	77	80	74	88	86
Relative Performance (Eco. Dis)	A	B	B	C	B	B	B	A
	91	86	81	79	81	87	87	91
<b>Closing the Gaps</b>	B	B	C	C	B	C	B	B
	89	88	73	79	88	75	84	89

Scaled Scores Listed	District	High School	Central MS	C.O. Wilson	Helena	Highland	Hillcrest	Langham
<b><i>DISTINCTIONS</i></b>		Science		ELA/Reading	ELA/Reading	ELA/Reading	ELA/Reading Mathematics	ELA/Reading Mathematics
				Comparative Academic	Comparative Academic	Comparative Academic	Comparative Academic	Comparative Academic
				Growth	Growth	Growth	Growth	Growth
						Postsecondary Readiness	Postsecondary Readiness	Postsecondary Readiness
		Comparative Closing the Gaps			Comparative Closing the Gaps		Comparative Closing the Gaps	Comparative Closing the Gaps

Nederland Independent School District and all campuses "Met Standard" according to the Texas Education Agency 2019 Accountability Ratings.

**4-YEAR LONGITUDINAL RATE 9-12 GRADUATION**

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Dis a
2017	93.4	92.6	89.6	93.8	100.0	100.0	86.1	88.8
2016	95.5	90.5	98.3	95.0	100.0	88.9	92.3	92.3

**5-YEAR LONGITUDINAL RATE 9-12 GRADUATION**

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Dis a
2016	96.9	90.5	98.3	96.7	100.0	100.0	94.7	95.6
2015	97.3	100.0	96.5	96.8	100.0	100.0	95.0	95.9

**AVERAGE SAT SCORE 2017: 1042**

**AVERAGE SAT SCORE 2016: 1401**

**AVERAGE ACT SCORE 2017: 20.7**

**AVERAGE ACT SCORE 2016: 21.6**

**ADVANCED DUAL-CREDIT COURSE COMPLETION 2017: 27.3**

**ADVANCED DUAL-CREDIT COURSE COMPLETION 2016: 25.0**

### **Student Learning Strengths**

When data for grades 3-8 are analyzed individually, NISD students performed equal to or outperformed the state in all tested areas but two: fifth grade Science and seventh grade Reading. When End-of-Course data are reviewed, NISD students outperformed the state in each content area tested.

Once again this year the district as well as all our campuses earned the “Met Standard” rating in the state accountability system! This is the highest rating that can be earned by any campus. In total twenty distinction designations were earned by Nederland ISD campuses.

### **Nederland ISD Student Achievement : Domain 1**

Strengths: Graduation Rate, College, Career and Military Readiness, and STAAR: Social Studies, Math, Science, and ELA/Reading

Opportunities for Growth: STAAR: Writing

	2018	2019	
Approaches	81%	83%	+2
Meets	53%	55%	+2
Masters	23%	26%	+3

### **School Progress Domain**

Part A: Student Growth - Reading & Math

School Progress, Part A: Student Growth includes all assessments with STAAR progress measure. District and campuses earn credit for results that **maintain proficiency** or **meet growth expectations** on STAAR.

0 Points= 972 Tests

.5 Points= 560 Tests

1 point= 2608 Tests

Total: 4140 Tests

-----

**0 Points: 972**

DNM to DNM= 218 Tests

Approaches to DNM= 152 Tests

Meets to Approaches= 273 Tests

Masters to Meets= 237 Tests

Masters to Approaches= 68 Tests

Meets to DNM= 22 Tests

Masters to DNM= 2 Tests

Math-Strength

School Progress Domain Part B: Relative Performance

Relative Performance evaluates the achievement of all students (STAAR and CCMR averaged) **relative to districts** or campuses with **similar socioeconomic statuses**.

**Nederland ISD Scaled Score: 2018-2019**

80 to 91 +11 A

ED% 45.9

**Closing the Gaps: Domain III (Federal Accountability)**

Nederland Independent School District  
Generated by Plan4Learning.com

Strength: CCMR, ELP Status and Academic Achievement (Meets Level)

Opportunity for Growth: Federal Graduation Rate ( Addendum: Manual p.36)

(90% Student groups that are at or above 90% are required to exceed that rte by at least a tenth of a percent in the following years. EX: 92.5 to 92.6; ESSA Plan: USDE Rule - Continuous Improvement)

**2018 to 2019 81 to 88 +7**

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause:** We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

**Problem Statement 2 (Prioritized):** Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. **Root Cause:** As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

**Problem Statement 3 (Prioritized):** All campuses in NISD did not meet all campus performance objective targets for 2018-2019. **Root Cause:** The need to deepen understanding of data analysis and addressing specific academic needs of all students.

**Problem Statement 4:** Consolidated Grant Application: Students in Special Education and English Language Learners across the district are under performing in comparison to other student groups. **Root Cause:** We need to deepen the support data analysis and data-driven instruction. We need to strengthen the connection between staff development plans and data.

**Problem Statement 5:** Failure of the District Professional Learning Communities monthly training disseminated on each campus with fidelity.. **Root Cause:** Inconsistency of the Professional Learning Communities on each campus.

# District Processes & Programs

## District Processes & Programs Summary

Nederland ISD has developed different processes and programs to support our overall goal of helping each student develop the educational, social, and emotional skills necessary to be successful in life. The following summary outlines the personnel, instruction and curriculum, technology, and organizational processes and programs used to achieve this goal.

Beginning with personnel, Nederland ISD currently has 100 percent of all staff members meeting the highly qualified status. However, the turnover rate for Nederland ISD is 10.3 percent which is significantly lower than the state at 16.5 percent. The average years of experience of Nederland teachers is 14.6 years compared to 11.1 years across the State. The average experience with the District is 10.0 years compared to 7.2 years across the State. Fifty four members of our staff or 14.9 percent hold a Masters degree. Our salary and benefits are competitive with surrounding districts allowing us to attract and retain high quality staff. The support program for new teachers is evaluated and updated annually to provide better support throughout the year. Staff members are provided opportunities to attend professional learning for their individual growth, district initiatives, and other areas as needed. Administrators are supported through a variety of learning opportunities and professional organizations.

In the area of Curriculum and Instruction, Nederland Independent School District uses the TEKS Resources System (TRS) as the basis for curriculum and instruction. The TRS provides the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFDs) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD), which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information for a particular concept. Another key feature of the TRS is the outlining of where students routinely have misconceptions of the content, thus allowing teachers to target those areas when developing their lessons.

Areas of need include the following:

### **Curriculum and Instruction:**

#### **Increase Inclusion practices**

- PLC Meetings - Data will drive decisions in our continuous improvement model: Monitor and assess curriculum alignment and instruction through the use of district developed assessments consistently across all campuses. The data from the assessments will help guide instructional decisions.
- Continue implementation of RtI to support students in acquiring the concepts being taught.
- Address concerns identified in the Special Education, RtI, Gifted and Talented, Bilingual/ESL, 504 and dyslexia program evaluations.
- Implement SLO/TTESS/TPSS.
- Increase and refine staff development regarding the writing process including revising and editing.
- Increase and refine staff development regarding reading.
- Increase teachers' implementation and administrators' monitoring of the ELPS to ensure each student gains one year of growth each school year.

- Embed rigor, relevance, and engagement in all staff development, coaching, and planning sessions across all content areas.
- Create a systemic process to identify, recruit, and support economically disadvantaged and underrepresented student groups in advanced classes.
- Provide students access to a diversity of academic programs and integrate technology.
- Continue the implementation of Project Based Learning (PBL) to provide students opportunities to develop 21st Century skills.
- Provide coaching support to teachers

### **Career and Technical Education (CTE):**

- Improve, expand, modernize CTE programs, including relevant technology.
- Provide training for teachers ("just in time", materials, curriculum).
- Increase the number of Industry Based certificates earned.
- Implement changes recommended in the CTE Program Evaluation.

### **Gifted and Talented Education (GT):**

- Continue to challenge, enrich, and enhance the NISD curriculum for students in the GT program.
- Provide enrichment activities for students in the GT program.

### **Curriculum and Instruction:**

- Ongoing training for administrators to support campus teachers.
- The Curriculum and Instruction staff remains dedicated to providing all students access to the general curriculum to the maximum extent possible through a blended model of appropriate instruction, accommodations/modifications, and integrated behavior management for students' learning
- Curriculum and Instruction Department and campuses monitor Tier 1 instruction in core content area classes to ensure English Language Learners, Special Education, RtI, Gifted and Talented, Bilingual/ESL, 504 and dyslexia program were given appropriate accommodations to meet their individual needs.

### **ESL:**

- to continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for English Language Learners and students with disabilities.
  - to continue to monitor the appropriate use of accommodations in all classrooms for English Language Learners and students with disabilities.
  - to continue to provide staff development to administrators to work with all teachers who instruct English Language Learners and students with disabilities.
  - to provide professional development opportunities for ELL teachers and coordinators on second language acquisition and writing strategies to share during teacher training and planning/coaching sessions.
  - to continue providing support to campuses by bridging and analyzing TELPAS and STAAR data to improve English language acquisition and academic development.
- to collaborate among Curriculum and Instruction staff to help build a strong curriculum for all learners in a non-restrictive environment. assistant superintendent, directors, and coordinators will collaborate closely in order to close the instructional gap between all student groups, especially

English Language Learners and students with disabilities.

- to provide adequate planning time and support for our teachers throughout the year.

### **Special Education:**

- to continue to focus on blending instructional practices and accommodations, along with the process of good Tier 1 instruction for English Language Learners and students with disabilities.
- to continue to monitor the appropriate use of accommodations in all classrooms for English Language Learners and students with disabilities.
- to continue to provide staff development to administrators to work with all teachers who instruct English Language Learners and students with disabilities.
- to provide professional development opportunities for ELL teachers and coordinators on second language acquisition and writing strategies to share during teacher training and planning/coaching sessions.
- to continue providing support to campuses by bridging and analyzing TELPAS and STAAR data to improve English language acquisition and academic development.
- to collaborate among Curriculum and Instruction staff to help build a strong curriculum for all learners in a non-restrictive environment. assistant superintendent, directors, and coordinators will collaborate closely in order to close the instructional gap between all student groups, especially English Language Learners and students with disabilities.
- to provide adequate planning time and support for our teachers throughout the year.

Finally, the integration of technology into the interactive classroom allowing for collaboration is the key to education in today's classroom. The ability to share video, audio, multimedia files and use web 2.0 tools is invaluable, but it goes beyond that. The goal is to equip classrooms with technologies that make them completely interactive and icloud based at the same time. The right combination of technology and instructional strategies improves learning because it thoroughly engages students. Learning experiences take place in authentic settings and require collaboration and management of complex processes. These experiences involve critical thinking, social responsibility, complex decision making, and sophisticated problem solving. As we move forward, infusing interactive classrooms with technology resources is critical for success. Nederland Independent School District, with the support of the community, shall design, implement, and maintain a technology enhanced educational delivery system to enable all students to excel in an information driven global society. Inherent to this system is a competent, well trained staff with access to appropriate information and productivity resources.

Nederland ISD envisions a technology rich learning environment where students can expand their knowledge base by accessing, analyzing, evaluating, and communicating information expediently and efficiently. Students will improve their critical thinking, problem solving, and decision making skills; and learn to work ethically, independently, and collaboratively. Nederland ISD envisions a technology rich learning environment where educators can improve

instructional strategies to increase achievement for all students, regardless of their ethnicity, socioeconomic status, or learning styles. Educators will accurately and efficiently assess, monitor, and communicate student progress to parents and improve skills through hands on staff development in technology and the sharing of knowledge and resources with colleagues. Nederland ISD envisions a technology rich learning environment where administrators can demonstrate a vision for maximizing student achievement and staff productivity, integrate technology into procedures and guides and provide easy access to data sources for instructional and administrative decision making. Administrators will secure funding to provide equipment, staff development, and support for reaching district technology goals and objectives.

The Nederland ISD Technology Plan supports state curriculum standards. Student standards for technology as defined by the Technology Applications Texas Essential Knowledge and Skills (TEKS) are addressed as required in the Texas Education Code, Section 28.002. This plan follows the guidelines set forth by the Commissioner of Education for the State of Texas in the Instructions for Technology Plan Approval Process for Universal Service Fund ERate Discounts and the State of Texas Long Range Plan for Technology 2006-2020. Technology plays a pivotal role in today's teaching and learning experiences. This plan stresses the importance of ongoing and sustained staff development in the integration of technology into the curriculum for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center. It also addresses the four key areas in accordance with the Long Range Plan for Technology. The four key areas addressed include Teaching and Learning, Educator Preparation and Development, Leadership, Administration and Instructional Support Services and Infrastructure for Technology. NISD strives to create technology infused classrooms allowing students to learn the knowledge and skills of the core curriculum while using technology as a tool. Educators are challenged not only to use technology as one of the many tools available to help students master defined content and performance standards but also to know when a technology is the most appropriate to help students learn or demonstrate a particular concept or skill.

Combining the benefits of connectivity and integration with other new and emerging technologies empowers students to become competitive, productive, and independent members of our society. The degree to which Nederland ISD is successful in preparing its students for the future will depend on the development of a technologically competent faculty and the availability of the appropriate hardware, software, and connectivity.

Nederland ISD completed the three year roll-out of a 1:1 initiative with hardware, professional learning for staff, and support structures due to the occurrence of COVID 19 forcing the implementation of the plan into fruition during the Spring and Summer of 2020.

### **District Processes & Programs Strengths**

### **Staff Quality, Recruitment, and Retention Strengths**

One of the strengths of Nederland ISD is providing ongoing opportunities to attend professional development in the District, Regional Service Center and to attend state wide conferences. Nederland ISD is forward thinking and looking to transform education for the 21st Century Learner.

### **Human Resources:**

- Collaboration with Technology Department to implement electronic on boarding for professional and paraprofessional new hires.
- Collaboration and information sharing with area districts.
- On-site badging.

- NISD attends several Career Fairs to recruit potential applicants.
- Online applications for Operations.
- New Teachers are supported through the NIT and mentor assigned.

### **Leadership Development:**

- The Leadership Professional Learning Communities (Assistant Principals, Counselors, District Leadership Team (DLT), Aspiring Leaders (LEAD), Principals, District Instructional(DIL), Student Ambassadors, and Secretary Leader provides a streamlined support and development system to all district leaders regardless of their level of experience as well as developing them for their future pathway as administrators. Each leadership institute provides feedback at the completion of the course and that feedback is used to refine the program for the upcoming year.
- Members from School Administration have presented and are encouraged to present at local and state meetings and conferences.

### **Curriculum and Instruction:**

- Provide teachers with TEKS-based materials designed to ensure rigor, relevance, and engagement.
- Differentiate support to struggling campuses through the Monitor Schools process.
- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.
- Provide professional development for teachers in designing and delivering high quality virtual lessons for online learners.

### **Career and Technical Education (CTE):**

- Provide professional development for staff development to all teachers that included individual choice, gifted and talented options, and content updates, pedagogy, and planning.
- Provide ongoing content staff development throughout the year to reinforce, extend, and meet “just in time” teacher needs resulting in improvement to first-time instruction.
- Provide professional development for teachers in designing and delivering high quality virtual lessons for online learners.

### **Gifted and Talented Education (GT):**

- Provide a wide assortment of professional development sessions to ensure teachers at meeting the needs of students in the GT program.

## **Educational Support Services: Building Instructional Capacity**

- Collaborating with- in and out of the district experts, as a department we continue to work toward successful, high quality and rigorous instruction to ensure quality learning of English Language Learners and students with disabilities.
- Providing professional development for teachers to address the needs of different groups of learners by supporting campuses with coaching, planning support and research based instructional materials specific to English Language Learners and students with disabilities continued to be a strong focus in the 2020-2021 school year.
- Provide professional development in meeting the needs of our virtual learners.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Within the district, there has been an increase in the number of students in need of additional services. **Root Cause:** Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

**Problem Statement 2 (Prioritized):** Students and teachers need to have the capability to teach and learn with up-to-date technology. **Root Cause:** Lack of access to technology in the hands of teachers and students as well as the knowledge on how to leverage the technology in developing lessons and improving student achievement..

**Problem Statement 3:** Teachers, administrators and instructional aides need continual opportunities for staff development. **Root Cause:** Professional Learning is essential for all staff in an effort to improve student achievement and the learning environment.

**Problem Statement 4:** Recruiting highly qualified staff for high need staffing areas. **Root Cause:** Teacher shortage in these areas due to retirements and lack of new candidates.

**Problem Statement 5:** Nederland ISD budget concerns during COVID 19 due to reduced attendance causing staff compensation considerations. **Root Cause:** Recruiting certified and highly qualified teachers requires a competitive compensation plan and the money to fund it.

**Problem Statement 6:** HB3 requires training for mentor teachers involving new professional development plans to support the mentors and the new teachers the mentors assist. **Root Cause:** Support for new teachers to help retain them past the initial three years.

**Problem Statement 7:** Improve and maintain high staff morale while dealing with the demands of teaching during COVID 19. **Root Cause:** The new demands and stress placed on the staff by working during a pandemic have lowered staff morale.

**Problem Statement 8:** The number of students enrolled in advanced courses does not reflect the demographics of the district. **Root Cause:** The cost of the PSAT 8/9 for economically disadvantaged students discourages some students for signing up for the test.

**Problem Statement 9:** Students not planning for CCMR. **Root Cause:** The cost of the SAT, ACT, and TSIA prohibits economically disadvantaged students from taking the assessments.

# Perceptions

## Perceptions Summary

Year	District	African American	Hispanic	White	Asian	Two or More Races	Special Education	Econ. Dis a
2017	93.4	92.6	89.6	93.8	100.0	100.0	86.1	88.8
2016	955	90.5	98.3	95.0	100.0	88.9	92.3	92.3

### 4-YEAR LONGITUDINAL RATE 9-12 GRADUATION

Year	Campus	African-American	Hispanic	White	Asian	Two or More Races	Special Ed	Econ. Dis adv	EL (current)
2016	96.9	90.5	98.3	96.7	100.0	100.0	94.7	95.6	*
2015	97.3	100.0	96.5	96.8	100.0	100.0	95.0	95.9	80.0

### 5-YEAR LONGITUDINAL RATE 9-12 GRADUATION

### District Discipline Reports by Codes

Code	All Students	Sp.Ed.	Hispanic	American Indian	Asian	African American	Hawaiian/Pacific Islander	White	Two or More Races
Marijuana	6	2	2	0	0	0	0	4	0
Alcohol	2	0	0	0	0	0	0	2	0
Student Code of Conduct	436	84	102	1	3	86	0	235	9
Terroristic Threat	5	2	1	0	0	1	0	3	0
Assault against school employee	3	2	0	0	0	0	0	3	0
Assault against other	2	2	0	0	0	1	0	1	0
Aggravated Assault against other	1	0	0	0	0	0	0	1	0
Fighting/Mutual Combat	35	11	9	0	0	15	0	11	0

## **District Culture and Climate**

The Nederland ISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. NISD employs a resource officer and partners with our local community and local law enforcement agencies to ensure safety on all campuses. Our campuses offer a variety of extra-curricular school activities, clubs, and UIL events promoting student connectedness which enhance a positive school environment. Our parents are full partners in the education of NISD students. The district communication portal and other community outreach activities exhibit our desire to constantly improve communication between students, parents, teachers, and administrators. At Nederland ISD, we are "Committed to Excellence!" "Every Student Every Day!"

An Employee Engagement Survey was conducted spring 2019. Another Employee Engagement Survey will be conducted in Spring, 2021.

## **Parent and Community Engagement Summary**

Parents are partners in their student's education. Their involvement is important to the school district's success. Nederland ISD strives to keep our parents and community informed through the use of the District's website, newsletters, and other forms of social media such as Facebook, Twitter, etc...Parents are encouraged to attend events at each of the campuses throughout the school year. Back to School events are held to assist parents in preparing their children for the beginning of a school year. The District also schedules a Parent Teacher Conference Days to meet with parents virtually at the end of the second grading period.

## **Perceptions Strengths**

## Areas of Needs for Parent and Community Involvement

Areas of need include the following:

- Increase business partnerships
- Increase donations
- Plan and implement District and each Campus Unity Project
- Increase District Communication
- Increase Social Media usage; including Spanish social media and website

## District Culture and Climate Strengths

Moving into the 2020-2021 School year, the district is focused on the following:

- Working with campus staff to address the goal of decreasing the rate/number of discretionary placement at DAEP.
- Increase the campuses that are implementing PBIS at Level 1 (CHAMPS, RtI Behavior).
- Working with campus staff to address the goal of decreasing the rate/number of both in-school and out-of-school suspensions.
- Enhancing the work of the District's Restorative Discipline Committee.
- Continuing our school safety awareness initiative.
- Decreasing the total number of dropouts in both high school and middle school through the Dropout Recovery efforts.
- Increasing the rate of attendance for each campus.
- Providing improved training opportunities for campus-based staff and district administrators in research-based, proactive discipline strategies and restorative practices.
- Continuing the goal of increasing the use of Nederland ISD Tip Line to establish greater safety and security throughout the NISD community.
- Ensuring proper and timely completion of all designated safety drills and implementation of all Emergency Operation Plans (EOP).
- Removing any barriers to enrollment and providing supports for students in foster care placements, as well as those designated as homeless.

## District Discipline and Conflict Resolution

The annual review of all discipline records included student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. The data review confirmed that Nederland ISD has very few discipline records. There have been no significant increases when compared with previous years' data. This indicates that resolution programs and interventions are typically successful. The campuses will diligently continue to follow established practices and procedures for conflict resolution, drug and violence prevention and intervention. Since no changes will be made, no strategies will be included in this improvement plan except in the area of bullying. While the records do not indicate that bullying is a problem, the campus feels that it is important not to be complacent in this area and will include bullying prevention as a need in this plan. All discipline records will be carefully re-evaluated next year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Relational capacity growth needed to address student academic needs. **Root Cause:** A better understanding of the culture and needs of the sub populations within the district.

**Problem Statement 2:** Character Education Program is not implemented district wide. **Root Cause:** The Core Values education program has not been implemented at high

school as required by HB 1026.

**Problem Statement 3:** Increase in classroom removal of specific sub populations. **Root Cause:** Inconsistency of implementation of campus and classroom expectations and corrective responses.

# Priority Problem Statements

**Problem Statement 1:** The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments.

**Root Cause 1:** We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** All campuses in NISD did not meet all campus performance objective targets for 2018-2019.

**Root Cause 2:** The need to deepen understanding of data analysis and addressing specific academic needs of all students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.

**Root Cause 3:** We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth.

**Root Cause 4:** As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Within the district, there has been an increase in the number of students in need of additional services.

**Root Cause 5:** Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Students and teachers need to have the capability to teach and learn with up-to-date technology.

**Root Cause 6:** Lack of access to technology in the hands of teachers and students as well as the knowledge on how to leverage the technology in developing lessons and improving student achievement..

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** Relational capacity growth needed to address student academic needs.

**Root Cause 7:** A better understanding of the culture and needs of the sub populations within the district.

**Problem Statement 7 Areas: Perceptions**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Quantifiable goals for measures of CCMR(HB 3)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- TTESS data
- T-P ESS data
- PDAS and/or T-T ESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 27, 2020

**Goal 1:** Nederland ISD will seek continuous student performance improvement by focusing on Early Childhood Literacy. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024. (HB-3)





**Performance Objective 1:** By June, 2021, all elementary campuses in NISD will meet performance objective targets as outlined in the Campus Improvement Plans. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2021 Reading Assessment will be at a minimum of 59% meeting grade level in all student population groups.

## HB3 Goal

**Evaluation Data Sources:** STAAR Data Results and Accountability Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, District Administrators, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction.</p> <p>Teachers will be included in the development of instruction and assessments (PLC). (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction, Principals, Elementary Curriculum Coordinator</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 3:</b> Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Lexia, Education Galaxy, IStation, My Virtual Reading Coach, and Pathblazer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I, Administrators, Interventionists, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Modify school day to allow time for interventions provided by campus level interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Create and fill position for Dyslexia Specialist to design and monitor the campus implementation of the District Dyslexia Handbook.</p> <p><b>Strategy's Expected Result/Impact:</b> Earlier identification of students with dyslexia Increase of student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Director, Dyslexia Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - District Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Continue to monitor, adjust and improve on the implementation of the K-2 Literacy Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Curriculum Coordinator, Principals, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> Identify campus level principals and interventionists to attend Reading Academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> State and Federal Program Coordinator Elementary Coordinator Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

86

### Demographics

**Problem Statement 1:** The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. **Root Cause:** We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

### Student Learning

**Problem Statement 1:** The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause:** We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.

**Problem Statement 2:** Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. **Root Cause:** As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

### District Processes & Programs

**Problem Statement 1:** Within the district, there has been an increase in the number of students in need of additional services. **Root Cause:** Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

**Problem Statement 2:** Students and teachers need to have the capability to teach and learn with up-to-date technology. **Root Cause:** Lack of access to technology in the hands of teachers and students as well as the knowledge on how to leverage the technology in developing lessons and improving student achievement..

**Goal 2:** Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024(HB-3)

**Performance Objective 1:** By June, 2021, all elementary campuses in NISD will meet performance objective targets as outline in the Campus Improvement Plans. administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2021 Math Assessment will be at a minimum of 59% meeting grade level in all student population groups.


**HB3 Goal**

**Evaluation Data Sources:** STAAR Data and Accountability Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System..</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in math</p> <p><b>Staff Responsible for Monitoring:</b> Assistant superintendent for C&amp;I, Elementary Coordinator, Principals, Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Increase overall student progress by focusing on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction. Teachers will be included in the development of instruction and assessments. (PLC) (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in math</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Incorporate technology enriched curriculum with individualized reading programs that are aligned with STAAR, such as Education Galaxy, IStation, and Pathblazer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in math</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Elementary Curriculum Coordinator, Principals, Interventionists, Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Modify school day to allow time for interventions provided by teachers and campus level interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in math</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, Interventionists</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<b>Strategy 5:</b> Use Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for math program. <b>Strategy's Expected Result/Impact:</b> Increased in student growth in math <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&I, Curriculum <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 1, 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. <b>Root Cause:</b> We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.
<b>Student Learning</b>
<b>Problem Statement 1:</b> The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. <b>Root Cause:</b> We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
<b>Problem Statement 2:</b> Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. <b>Root Cause:</b> As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

**Goal 3:** Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

**Performance Objective 1:** Nederland ISD will increase the percent of students achieving college and career readiness by 1% during the 2020-2021 school year.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR  
CCMR Plan

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Monitor enrollment of students in Avid classes in grades 7 and 8.  <b>Strategy's Expected Result/Impact:</b> Number of AVID students increase  <b>Staff Responsible for Monitoring:</b> Middle School Administrators, High School Assistant Principal, AVID Coordinator  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Equity Plan  <b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Continue to provide SAT class for high school students. Use Edgenuity for students to prepare for SAT.  <b>Strategy's Expected Result/Impact:</b> Increase Student Participation  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I, High School Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide funding through HB-3 guidance for PSAT, SAT, ACT, TSIA.  <b>Strategy's Expected Result/Impact:</b> PSAT, SAT, ACT, TSIA results            Increase enrollment in AP courses and dual enrollment courses  <b>Staff Responsible for Monitoring:</b> Secondary Coordinators, Counselors  <b>Title I Schoolwide Elements:</b> 2.4 - Equity Plan</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Increase information for College and Career Opportunities at each level: Wear college shirt, career expo, college day. Freshmen students research colleges through their English Language Arts Class.  <b>Strategy's Expected Result/Impact:</b> Lesson Plans;            Student Participation;            Communication of Events  <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Counselors, CTE Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Increase the number of teachers attending AP professional development, including middle school students. Continue study groups for students. Facilitate vertical team meetings for teachers who teach pre AP and AP classes.</p> <p><b>Strategy's Expected Result/Impact:</b> AP Exam Scores, longitudinal data, Student participation Teacher and student feedback</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Coordinator, High School Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Increase the number of students pursuing a post secondary education by earning college credits while still in high school. Increase student participation in Dual Credit, and AP courses. Investigate on-line courses for college credit</p> <p><b>Strategy's Expected Result/Impact:</b> Data Comparison Course grades</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, Secondary Content Coordinator, Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheet Handouts Newsletters Assistance with in enrollment to universities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> Provide Credit recovery program, learning recovery, accelerated learning for at-risk students to prevent failure/drop-out.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop plan with guidelines. Implement Plan. Reduction in failures and drop-outs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I, Principals, Curriculum Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 9:</b> District and Campus committees will analyze out of class placement(OCS, DAEP, Suspension) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address concerns and reach out to these students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in over representation of Economically Disadvantaged &amp; Special Education</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Director of the Alternative Campus, Assistant Superintendent for C&amp;I, Director for Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. <b>Root Cause:</b> We need to continue to a growth mindset to differentiate for our students to achieve a</p> <p>Nederland Independent School District Generated by Plan4Learning.com</p>

deeper level of understanding of the content.

**Perceptions**

**Problem Statement 1:** Relational capacity growth needed to address student academic needs. **Root Cause:** A better understanding of the culture and needs of the sub populations within the district.

**Goal 3:** Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

**Performance Objective 2:** Nederland ISD will increase the percent of students earning Industry-Based Certifications by 1% during the 2020-2021 school year.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR, CCMR Plan

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Develop multiple delivery methods to provide CTE information to students and parents.</p> <p>Offer Career and College Readiness Class at middle schools</p> <p>Administer interest inventories to 8th grade students to assist in course selections(SP)</p> <p><b>Strategy's Expected Result/Impact:</b> 7th and 8th grade students informed about CTE courses, certifications in planning for high school and post high school</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, Middle School Curriculum Coordinator, Secondary Counselor, Principals, Assistant Superintendent for C&amp;I</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> 2) Collect reporting data regarding CTE program effectiveness for Carl Perkins Grant.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor CTE Program Effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Director for CTE</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide additional professional development and training for CTE courses requiring it, such as practicums, career preparation, and other similar work-based courses</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Agendas and sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Director for CTE</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Utilize the CTE Facebook page as well as Twitter in communicating information to both students and parents for CTE and scholarship opportunities; also, provide upcoming dates for meetings on CTE and scholarship information.</p> <p><b>Strategy's Expected Result/Impact:</b> Posted at the beginning of the school year and updated throughout the semester as needed</p> <p><b>Staff Responsible for Monitoring:</b> Director for CTE, High School Principal, High School Assistant Principal, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Provide students access to the community.</p> <p>Invite area professionals or community groups to come to the schools to share experiences and opportunities in their field.</p> <p>Create partnerships with local industry to allow students to visit and shadow specific professionals in the professional setting (SP).</p> <p><b>Strategy's Expected Result/Impact:</b> Visitation Logs</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> 6) Utilize Social Media to provide CTE and Scholarship information to students and parents.</p> <p>Utilize CTE and NHS Facebook and Twitter Page in communicating CTE programs and scholarship information to parents and students.</p> <p>Utilize CTE and NHS Facebook and Twitter page in communicating CTE programs and scholarship information to parents (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Number of views Current Information Posted</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Develop Programs of Study where the CTE Level 4 courses offer an Industry-Based Certification (IBC)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the Industry-based Certifications for students to earn.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> 8) Pay one test fee per student for Industry-Based Certifications (IBC) tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of students earning IBC's</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

**Performance Objective 3:** Nederland ISD will increase the percent of students earning dual credit by 1% during the 2020-2021 school year.





**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR  
CCMR Plan

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Increase enrollment in advanced coursework in Middle School and High School to prepare students for Dual Enrollment Courses.  <b>Strategy's Expected Result/Impact:</b> Increase number of students earning credit for Dual Enrollment.  <b>Staff Responsible for Monitoring:</b> Counselors Principals Curriculum Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> 2) Develop a plan for offering dual enrollment courses in CTE Programs of Study.  <b>Strategy's Expected Result/Impact:</b> Increase number of students earning credit for Dual Enrollment.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C &amp; I Principal Curriculum Coordinator Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> 3) Provide transportation, registration fees, and test preparation for the Texas Success Initiative Assessment (TSIA) for 10th grade students.  <b>Strategy's Expected Result/Impact:</b> Increase in the number of students eligible for dual enrollment.  <b>Staff Responsible for Monitoring:</b> Principal Curriculum Coordinator Counselors  <b>Equity Plan</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 4:</b> 4) Increase the number of students pursuing a post secondary education by earning college credits while still in high school; increase student participation in Dual Credit, and AP courses investigate on-line courses for college credit</p> <p><b>Strategy's Expected Result/Impact:</b> Data Comparison Course grades</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal Secondary Content Coordinator Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> 5) Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early college experiences, and partnerships with local colleges and universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets Handouts Newsletters Assistance with in enrollment to universities</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 74% to 80% by August 2024.

**Performance Objective 4:** Nederland ISD will increase opportunities for students to achieve college and career readiness by ensuring K-9 students show a minimum of one year's growth in reading and math.

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR Data Results and Accountability Results

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize Flex-times for students who are at risk of failure in Reading and Mathematics. Add Pathway reading and math for 5-8th grade students for learning recovery</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth on universal screening reports. Improved six week grades. Reduced failure rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers, Middle School Curriculum Coordinator</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize Response to Intervention with fidelity</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth: Increased student performance on universal screenings; Walk Through Data;</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, State and Federal Programs Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> 3) Use Region 5 Math and Science staff to provide coaching and training to teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth on checkpoints, benchmarks and state assessment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I, Curriculum Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Implement with fidelity TEKS Resource System curriculum to ensure alignment to accountability indicators. Ensure all new and experience teachers receive updates on additional components of the TEKS Resource System</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> District staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Economically Disadvantaged, ELL, SIOP, TEKS Resource System, RTI, Higher Order Thinking Skills (H.O.T.S), Differentiation; data analysis; research-based instructional strategies and activities (SP) (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Student Achievement Results, Agendas, Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Equity Plan</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Increase overall student progress by focus on data driven instruction (AWARE, LEAD4WARD) that targets the use of on-going monitoring of instruction thereby allowing the district to increase performance for all schools with differentiated instruction.</p> <p>Teachers will be included in the development of instruction and assessments (PLC). (SP) (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Development of Check Points, Data Analysis by teachers and Administration Functioning PLCs, Intentional planning from the data, Increased Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction, Content Coordinators, Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results (DG).</p> <p><b>Strategy's Expected Result/Impact:</b> Review pre and post assessment data, Increase Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I, Director of Technology, Technology Specialist, Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> Continued Implementation of Student Success Initiative (SSI) to address individual needs and increase achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Scores, Student Growth, Course grades</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 9:</b> The district will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, STAR, Renaissance Learning, Lexia, TEKS Resource System, Edgenuity, etc., as formative assessments for student achievement to guide differentiated instructional and extended learning opportunities. (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<b>Strategy 10:</b> Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient., Sheltered Instruction training for teachers of all content areas, differentiated professional development, regarding best practices or English language acquisition education. <b>Strategy's Expected Result/Impact:</b> Increase in student growth, Increase in Graduation Rate <b>Staff Responsible for Monitoring:</b> Teachers, Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 11:</b> Provide staff in the Special Education program training on supplemental instruction/support/interventions and behavior interventions. <b>Strategy's Expected Result/Impact:</b> Increase achievement growth for students with special needs; increase graduation rates for past year <b>Staff Responsible for Monitoring:</b> Director for Special Programs <b>Results Driven Accountability</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 12:</b> Provide Title 1 and Focus School guidance and oversight. <b>Strategy's Expected Result/Impact:</b> Develop and implement a plan to address the areas of concern, Increase student growth. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&I, State and Federal Programs Coordinator <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 13:</b> Develop a plan of action to address the identified areas of concern noted on the Results Driven Accountability (RDA) <b>Strategy's Expected Result/Impact:</b> Develop and implement a plan to increase student growth <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&I, Director for Student Services, Director for CTE, Curriculum Coordinators, Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. <b>Root Cause:</b> We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.
<b>Student Learning</b>
<b>Problem Statement 1:</b> The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. <b>Root Cause:</b> We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
<b>Problem Statement 2:</b> Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. <b>Root Cause:</b> As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

**Goal 4:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

**Performance Objective 1:** Nederland ISD will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Increase staff retention from 92.5% to 95.5% as identified on the TAPR report.

Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue implementing District and Campus Professional Learning Communities (PLC).  <b>Strategy's Expected Result/Impact:</b> PLCs will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture.  <b>Staff Responsible for Monitoring:</b> District and Campus Leadership  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b>  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Continue monthly employee recognition programs and a quarterly newsletter about the positive happenings in our staff members lives.  <b>Strategy's Expected Result/Impact:</b> Improve morale while recognizing the achievements of our staff both professionally and personally.  <b>Staff Responsible for Monitoring:</b> Coordinator for Volunteers and Communication; Assistant Superintendent for Personnel and Auxiliary; Superintendent; Campus Administrators  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> Review all positions as they become vacant to determine needs  <b>Strategy's Expected Result/Impact:</b> Staff efficiency to meet the needs of our students.             District, Campus and Department Organizational Charts that reflect the needs of students being met efficiently.  <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendents, Principals, Directors  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> Develop a Mentorship Program for Teachers. Refine and continue implementation of New Teacher Induction (NTI) program (DG)  <b>Strategy's Expected Result/Impact:</b> Well developed Mentorship Program for Teachers, Professional Learning Plan Sign-in sheets, Training Materials, Retention of New Staff  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Personnel; Assistant Superintendent for Curriculum and Instruction; Instructional Coordinators  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Professional District Communications Committee (PDCC) will assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication between administration and staff in areas of concern and need. Agendas, Minutes, and Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> Recognize faculty and staff for outstanding performance and contributions as observed throughout the year. (SP) (DG)</p> <p>Conduct monthly faculty meetings to showcase featured staff. (Criteria will vary by campus)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve staff morale and efficiency through recognition of efforts. Campus Staff Recognition Plan; Meeting Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> Based on walkthroughs and observations through T- TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts. Reward teachers successfully increasing rigor in the classroom. (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students. Campus Professional Development agendas; Sign-in sheets; facilitator lists; T-TESS results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 8:</b> Provide professional development opportunities to support district goals and professional growth for district personnel. (DG)</p> <p>Provide Professional Learning Opportunities to "Grow" leaders, teachers and administrators: District Leadership Team PLC Assistant Principal PLC Instructional Leaders PLC Leadership Excellence Administrator Development (LEAD)</p> <p><b>Strategy's Expected Result/Impact:</b> Develop future leaders to help increase student achievement and staff proficiency in delivering instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendents, Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 9:</b> Staffing will be compared to state to state recommended levels and similar districts to determine optimum performance by TASB in the Spring. Staffing levels will be reviewed locally and reported at the November Board Meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate staffing model to support our current student population and numbers., November report, Spring a TASB staffing report , TAPR Report</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Assistant Superintendent for Personnel; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - Equity Plan</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<b>Strategy 10:</b> A competitive compensation plan will be developed annually to recruit and retain quality personnel. (DG) <b>Strategy's Expected Result/Impact:</b> Retention and recruitment of highly qualified teachers, Analyze Retention Data and Employee Exit Data <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Personnel	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 11:</b> Participate in at least 3 career fairs at Regional Universities (Lamar, SFA, McNeese) <b>Strategy's Expected Result/Impact:</b> Recruitment of highly qualified teachers for the district, Travel Documents, List of potential applicants and their information <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Personnel	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 12:</b> Conduct annual employee engagement survey (DG) <b>Strategy's Expected Result/Impact:</b> Use of results to improve factors related to the retention and recruitment of teachers. Results presented to the Board in November and April. <b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendents <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The percentage of students who Meets Grade Level and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR/EPC assessments. <b>Root Cause:</b> We need to continue to a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.
<b>Student Learning</b>
<b>Problem Statement 1:</b> The percentage of students who Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. <b>Root Cause:</b> We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
<b>Problem Statement 2:</b> Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and RtI to increase each student's growth. <b>Root Cause:</b> As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.
<b>Problem Statement 3:</b> All campuses in NISD did not meet all campus performance objective targets for 2018-2019. <b>Root Cause:</b> The need to deepen understanding of data analysis and addressing specific academic needs of all students.

**Goal 4:** Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

**Performance Objective 2:** Develop three year plan for Professional Development that includes professional learning opportunities that support school district goals, needs of the staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed on an annual basis.

**Evaluation Data Sources:** Three Year Professional Learning Plan  
 Annual Professional Learning Plan ensures staff needs are met  
 Report on the Professional Learning offerings  
 TAPR, RDA, and CCMR reports along with teacher input through the DEIC.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue using the district-wide Professional Learning Advisory Committee (PLAC) to determine professional learning needs using the data analysis protocol. (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Development of professional learning targeted to help teachers develop high quality interactive lessons to improve student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Coordinators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLAC to identify district trends. (SP)</p> <p><b>Strategy's Expected Result/Impact:</b> Identification of campus level professional development needs and district level trends for professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C&amp;I; District-wide Professional Learning Advisory Committee (PLAC)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

**Strategy 3:** 3) Develop a professional development plan to meet our staff needs. The plan will include required professional development for new employees, district initiatives, and specialized training for each department.

Professional Learning will be designed to provide opportunities such as:  
 -multiple venues to learn the written, taught, and assessed curriculum aligned with State standards;  
 -strategies for disaggregating and analyzing student data to inform instruction;  
 -induction training for new teachers and administrators;  
 -mentoring and instructional coaching for new and existing staff;  
 -implementation of job-embedded learning;  
 -opportunities to share ideas, best-practices, and successes;  
 -capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community. (DG)

**Strategy's Expected Result/Impact:** The provision of professional learning structures communicated and delivered in a way that:

- reflects district vision and Board Policy;
- aligns individual, campus, and district goals to promote student success;
- is supported fiscally and philosophically by central administration;
- promotes multiple forms of ongoing, differentiated professional learning;
- integrates and implements research-based practices; and
- recognizes needs of adult learners for choices and differentiation

Tracking of certifications, hours, registration, agendas and minutes from trainings will be housed in the Eduphoria Strive data management system.

**Staff Responsible for Monitoring:** Assistant Superintendent for C&I  
 Assistant Superintendent for Personnel  
 Professional Learning Advisory Committee (PLAC)

**Title I Schoolwide Elements:** 3.2

Reviews			
Formative			Summative
Dec	Mar	June	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 5:** Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.





**Performance Objective 1:** School Counselors will provide guidance and counseling to students that meet the needs of all students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Counseling Data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue to implement district character education as required by HB 1026, (Core Values). (SP) (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain an understanding and implement the character traits required by HB 1026 to be taught:            *Trustworthiness (honesty, reliability, punctuality, and loyalty);            *Integrity            *Respect and Courtesy            *Responsibility (accountability, diligence, perseverance, and self-control);            *Fairness (justice and freedom from prejudice);            *Caring (kindness, empathy, compassion, considerations, patience, generosity, and charity);            *Good Citizenship (patriotism, concern for the common good and the community, and respect for authority and the law);            *School pride;            *Gratitude; and            *Courage.            Implementation of the program monitored through plans of how information is disseminated and walk-throughs.</p> <p>Social Media: Character Program information is evident throughout the community.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Campus Administrators, Counselors, Director of Student Services, Communication for Social Media</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June
<p><b>Strategy 2:</b> Counselors will update and maintain the comprehensive vertically and horizontally aligned "Nederland ISD School Counselor Guide" based pm the Texas Model for Comprehensive School Counseling Program 5th edition. (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Updated Nederland ISD Comprehensive Counseling Program Guide and address HB 18.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June

<p><b>Strategy 3:</b> HB 18 requires counselors to expand their continuing education requirements to include: counseling students concerning mental health conditions and substance abuse, grief informed and trauma informed interventions, crisis management and and suicide prevention strategies. Also, counselors will attend professional development on academics, college and career readiness, personal graduation plans with current knowledge of CTE, Advanced Courses, Dual Enrollment, AP Courses and other areas as needed to support their work with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement, Decrease in referrals, Decrease in failures</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Principals, Counselors, Community in Schools</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> According to HB 18 staff members will receive training on:</p> <ul style="list-style-type: none"> <li>*Suicide prevention;</li> <li>*Recognizing signs of mental health conditions and substance abuse;</li> <li>*Strategies for establishing/maintaining positive relationships among students;</li> <li>*How grief and trauma affect student learning; and</li> <li>*Preventing/identifying/responding to/reporting incidents of bullying.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Training provided to staff via multiple modalities and the number of students seen by counselors. Decrease in discipline referrals, counselor referrals, failures; Increase in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C &amp; I Campus Administrators Counselors Community in Schools</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> Counselors will communicate information through various modes: bi-annual newsletter, website and parent nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Bi-Annual Newsletters Website updated Parent nights flyer and sign in sheets Parents and students will be informed</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent C&amp;I, Principals</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Within the district, there has been an increase in the number of students in need of additional services. <b>Root Cause:</b> Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.</p>

## Perceptions

**Problem Statement 1:** Relational capacity growth needed to address student academic needs. **Root Cause:** A better understanding of the culture and needs of the sub populations within the district.

**Goal 5:** Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

**Performance Objective 2:** School Guidance and Counseling will be implemented by professional school counselors to reduce dropout rates, improve academic performance, and increase participation in postsecondary education.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** Data Reports:

- Decrease in drop out rates,
- Increase in acceptance into post secondary education (military, trade school, college), and
- Decrease failures.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To assist in planning for High School: Administer 8/9 PSAT to 8th grade students. (SP) (DG) The district will fund all Juniors and Seniors taking the SAT, ACT or TSI as noted in HB3. <b>Strategy's Expected Result/Impact:</b> Increase students taking Pre AP and AP courses All Seniors and Juniors will have access to take (SAT, ACT, TSI) to make informed decisions; CCMR <b>Staff Responsible for Monitoring:</b> Secondary Principals, Secondary Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Equity Plan</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June
<p><b>Strategy 2:</b> 2) Develop multiple methods to help parents and students with scholarship applications and availability, for example: Texas, FASFA, NCAA clearing house, and scholarship application process. (SP) (DG) Also, Secondary parents will be provided information on: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid <b>Strategy's Expected Result/Impact:</b> Increase in Scholarships <b>Staff Responsible for Monitoring:</b> High School Counselors, High School Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June

<p><b>Strategy 3:</b> Develop multiple methods to help parents and students with scholarship applications and availability. In-Class instruction on scholarship application and essay practice. Jr. and Sr. English classes will spend 1 to 2 days to provide instruction and practice how to fill out a scholarship application and create an essay geared toward scholarship prompts. (SP) (DG)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students receiving scholarships from the prior year Increased in the amount for funds received for scholarships from the year</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, High School Counselors, Administration, English Department Head, JR and Sr. English Teachers, Community in Schools</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> 4) Counselors work with students to apply for scholarships by scheduling Scholarship Informational Night and Free Application for Federal Student Aid (FAFSA) Night to assist Parents in Completing, and Advancement Via Individual Determination (AVID) Parent Night. (DG).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students receiving scholarships from prior year. Increase in the amount of funds received for scholarships from the previous year</p> <p><b>Staff Responsible for Monitoring:</b> High School Principal, Counselors, AVID Coordinator, Assistant Principals, AVID Teacher</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Nederland ISD will provide a quality counseling program that supports the emotional and mental health of our students, and provides resources for parents and students to support academic planning from Kindergarten to 12th grade.

**Performance Objective 3:** In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing needs of students for special programs:
  - a. early mental health intervention and suicide prevention (District only)
  - b. conflict resolution programs [TEC 11.252(3)(B)]
  - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
  - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
  - e. pregnancy related services [TEA Addendum]
  - f. homeless
2. Attendance
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
  - a. prevention of and education concerning unwanted physical or verbal aggression,
  - b. sexual harassment
  - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and dating violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041 (c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Higher-Ed Information Strategies (Middle/Junior High and High Schools)
14. Migrant Services (All Campuses)





**Evaluation Data Sources:** Attendance Reports

Counselor Reports

Discipline Reports

110

**Summative Evaluation:** None

<b>Strategy 1:</b> See "Federal and State Mandates" in Appendix	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Stuart Kieschnick	Superintendent
Administrator	Dr. Steven Beagle	Assistant Superintendent
District-level Professional	Darrell Evans	High School Curriculum Coordinator
Administrator	Natalie Gomez	Principal
Classroom Teacher	Robin McEachen	Classroom Teacher
Classroom Teacher	Valrie Gilbeaux	Classroom Teacher
Classroom Teacher	Samantha LeBlanc	Classroom Teacher
Non-classroom Professional	Jared Walker	Principal
Classroom Teacher	Shelly Burrell	Classroom Teacher
Non-classroom Professional	Catherine Hillsten	School Counselor
Classroom Teacher	Brandy Roccaforte	Classroom Teacher
Classroom Teacher	Martha Frusha	Classroom Teacher
Non-classroom Professional	Kelli Spell	School Counselor
Classroom Teacher	Shari Shirley	Classroom Teacher
Classroom Teacher	Haley Spell	Classroom Teacher
Non-classroom Professional	Lainey Hanna	Assistant Principal
Classroom Teacher	Jenna Dean	Classroom Teacher
Classroom Teacher	Katie Porter	Classroom Teacher
Non-classroom Professional	Terri Romero	Librarian
Classroom Teacher	Amy Champagne	Classroom Teacher
Classroom Teacher	Kara Smith	Classroom Teacher
Non-classroom Professional	Torrey Gomez	Assistant Principal
Classroom Teacher	Allisen Roberts	Classroom Teacher
Administrator	Toby Latiolais	Principal
Non-classroom Professional	Cara Hamilton	Librarian
Classroom Teacher	Lori Storey	Classroom Teacher
Classroom Teacher	Leslie Balsamo	Classroom Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Lori Bell	Business Representative
Business Representative	Mikal Weaver	Business Representative
Parent	Stacie Shaw	Parent
Community Representative	Regan Meaux	Community Representative
Community Representative	Corey Mendoza	Community Representative
Parent	Stephanie Garsea	Parent

# Addendums



Accountability Data Performance Participation Attendance and Graduation Postsecondary Readiness Profile

KG Readiness Postsecondary Outcomes Finance Data

Search

**Texas Education Agency**  
**2019 Graduation Rate Data Table**  
**NEDERLAND H S (123905001) - NEDERLAND ISD**

[Download Excel](#)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2018</b>											
% Graduated	92.9%	96.3%	91.9%	91.8%	-	100.0%	-	*	91.2%	71.4%	89.2%
# Graduated	341	**	68	214	-	30	-	*	114	5	33
Total in Class	367	**	74	233	-	30	-	*	125	7	37
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2017</b>											
% Graduated	95.2%	96.2%	92.2%	95.3%	*	100.0%	*	100.0%	90.5%	66.7%	94.3%
# Graduated	375	25	71	244	*	26	*	7	114	6	33
Total in Class	394	26	77	256	*	26	*	7	126	9	35
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2016</b>											
% Graduated	96.9%	90.5%	98.3%	96.7%	*	100.0%	*	100.0%	95.6%	*	94.9%
# Graduated	343	19	58	232	*	22	*	8	87	*	37
Total in Class	354	21	59	240	*	22	*	8	91	*	39
<b>Annual Dropout Rate (Gr 9-12): SY 2017-18</b>											
% Dropped Out	0.7%	0.8%	0.8%	0.7%	0.0%	0.0%	-	0.0%	0.8%	1.6%	1.5%
% Dropped Out - Conversion	93.0%										
# Dropped Out	11	1	3	7	0	0	-	0	5	1	3
# of Students	1,612	128	386	952	8	116	-	22	621	64	198
					115						

- + Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.
- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).



# 2020 Results Driven Accountability

## District Report

County-District Number: 123905  
District Name: NEDERLAND ISD

Region: 05

### Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

- Domain I – Academic Achievement (Indicators 1-8)*
- Domain II – Post-Secondary Readiness (Indicators 9-10)*
- Domain III – Disproportionate Analysis (Indicator 11)*

### Other Special Populations (OSP)

- Domain I – Academic Achievement (Indicators 1-3)*
- Domain II – Post-Secondary Readiness (Indicators 4-5)*
- Domain III – Disproportionate Analysis (Indicator 6)*

### Special Education (SPED)

- Domain I – Academic Achievement (Indicators 1-5)*
- Domain II – Post-Secondary Readiness (Indicators 6-7)*
- Domain III – Disproportionate Analysis (Indicators 8-18)*

### Summary

- Performance Level Summary*
- Federally Required Elements*

## 2020 Results Driven Accountability

### BE/ESL/EL Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data

#### 2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data

#### 3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	.	*	*	*	Report Only
<i>(ii) Reading</i>	2020	.	*	*	*	Report Only
<i>(iii) Science</i>	2020	.	*	*	*	Report Only
<i>(iv) Social Studies</i>	2020	.	*	*	*	Report Only
<i>(v) Writing</i>	2020	.	*	*	*	Report Only

#### 4. EL Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
<i>Reading</i>	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### BE/ESL/EL Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
	2019			100	104	
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
	2019			103	108	
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
	2019			34	37	
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
	2019			15	18	
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	

#### 6. EL STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2020	65.0 - 100	*	*	*	No Data
<i>(ii) Biology</i>	2020	75.0 - 100	*	*	*	No Data
<i>(iii) U.S. History</i>	2020	70.0 - 100	*	*	*	No Data
<i>(iv) English I and II</i>	2020	60.0 - 100	*	*	*	No Data

#### 7. TELPAS Reading Beginning Proficiency Level Rate

	State Rate	Rate	Beginning	Tested	Performance Level
2020	9.4	3.7	*	*	Report Only

#### 8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
2020	0 - 19.4	*	*	*	No Data

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

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An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### BE/ESL/EL Domain II

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

9. EL Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	88.2	*	*	0
2019			*	*	
2018			6	9	

10. EL Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.8	*	*	0
2019			*	*	
2018			*	*	

## 2020 Results Driven Accountability

### BE/ESL/EL Domain III

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

11. EL Dyslexia Representation (Ages 6-21)							
		State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
	2020	-1.4	-1.7				Report Only
<i>EL Students</i>				2.5	10	398	
<i>All Students</i>				4.2	200	4,781	

# 2020 Results Driven Accountability

## OSP Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

### 1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	

### 2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
<i>Reading</i>	2020	.	*	*	*	Report Only
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### OSP Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

3. OSP STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2020	65.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(ii) Biology</i>	2020	75.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(iii) U.S. History</i>	2020	70.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>(iv) English I and II</i>	2020	60.0 - 100	*	*	*	No Data
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### OSP Domain II

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 4. OSP Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	84.2	16	19	0
<i>Foster Care</i>		*	*	*	
<i>Homeless</i>		*	*	*	
<i>Military</i>		*	*	*	

#### 5. OSP Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	*	*	*	0
<i>Foster Care</i>		*	*	*	
<i>Homeless</i>		*	*	*	
<i>Military</i>		*	*	*	

## 2020 Results Driven Accountability

### OSP Domain III

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

6. OSP Dyslexia Representation (Ages 6-21)						
	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-0.4	-0.1				Report Only
<i>OSP Students</i>			4.1	7	172	
<i>Foster Care</i>			*	*	*	
<i>Homeless</i>			*	*	*	
<i>Military</i>			*	*	*	
<i>All Students</i>			4.2	200	4,781	

## 2020 Results Driven Accountability SPED Domain I

County-District Number: 123905  
District Name: NEDERLAND ISD

Region: 05

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
	2019			124	256	
	2018			84	230	
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
	2019			109	258	
	2018			78	214	
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
	2019			25	72	
	2018			17	81	
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
	2019			13	38	
	2018			11	42	
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data
	2019			29	88	
	2018			18	72	

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate						
		State Rate	Rate	Passed	Tested	Performance Level
<i>Reading</i>	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### SPED Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
<i>(ii) Reading</i>	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
<i>(iii) Science</i>	2020	65.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
<i>(iv) Social Studies</i>	2020	65.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
<i>(v) Writing</i>	2020	70.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### SPED Domain I

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

4. SPED STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2020	65.0 - 100	*	*	*	No Data
	2019			17	34	
	2018			22	48	
<i>(ii) Biology</i>	2020	75.0 - 100	*	*	*	No Data
	2019			28	49	
	2018			19	32	
<i>(iii) U.S. History</i>	2020	70.0 - 100	*	*	*	No Data
	2019			41	50	
	2018			33	42	
<i>(iv) English I and II</i>	2020	60.0 - 100	*	*	*	No Data
	2019			26	84	
	2018			40	99	

5. SPED STAAR Alternate 2 Participation Rate						
		State Rate	Rate	STAAR Alternate	Document Submitted	Performance Level
<i>(i) Mathematics</i>	2020	.	*	*	*	Report Only
<i>(ii) Reading</i>	2020	.	*	*	*	Report Only
<i>(iii) Science</i>	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability SPED Domain II

County-District Number: 123905  
District Name: NEDERLAND ISD

Region: 05

### 6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	90.2	37	41	0
2019			33	38	
2018			31	37	

### 7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.7	*	*	0
2019			*	*	
2018			*	*	

## 2020 Results Driven Accountability

### SPED Domain III

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 8. SPED Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	6.3	6.9				Report Only
<i>SPED Students</i>			11.1	62	559	
<i>All Students</i>			4.2	200	4,781	

#### 9. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2020	30.0 - 100	69.8	*	*	0
2019			*	*	
2018			*	*	

#### 10. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2020	70.0 - 100	66.9	*	*	0 RI
2019		59.9	*	*	

#### 11. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2020	0 - 10.0	11.2	*	*	1
2019			*	*	
2018			*	*	

#### 12. SPED Separate Settings Rate (Ages 6-21)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2020	0.3	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).

If applicable, for data pertaining to significant disproportionality (SD) indicator 130, data is provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.

An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### SPED Domain III

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

#### 13. SPED Representation (Ages 3-21)

	SPED Students	All Students
2020	612	5,219

#### (iv) African American (AFR AM) (a) Intellectual Disabilities (ID)

	Threshold	Risk Ratio	Rate	ID	SPED	Performance Level
2020	>2.5	2.8				SD (Year 2)
<i>AFR AM</i>			14.7	11	75	
<i>All Other</i>			5.2	28	537	
2019		3.4				

#### 14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2020	6.3	2.5	*	*	Report Only

#### 15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2020	0.4	*	*	*	Report Only

#### 16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2020	10.8	16.1	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).  
 If applicable, for data pertaining to significant disproportionality (SD) indicators, data is provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.  
 An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability

### SPED Domain III

County-District Number: 123905  
 District Name: NEDERLAND ISD

Region: 05

17. SPED ISS >10 Days Rate (Ages 3-21)					
	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2020	0.9	2.5	*	*	Report Only

18. SPED Total Disciplinary Removals Rate (Ages 3-21)					
	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2020	0 - 19.0	67.4	*	*	3
2019			*	*	

(iv) African American						
	Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
2020	>2.5	3.4				SD (Year 1)
<i>AFR AM</i>			177.8	*	*	
<i>All Other</i>			52.3	*	*	

Detailed information on the assignment of performance levels can be found in the [2020 Results Driven Accountability Manual](#).  
 If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.  
 An asterisk (\*) is used to mask data in order to protect student confidentiality

## 2020 Results Driven Accountability Summary

County-District Number: 123905  
District Name: NEDERLAND ISD

Region: 05

### Performance Level Summary by Each Program Area

2020 Performance Level Counts									
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
<i>BE/ESL/EL</i>	2						20	8	
<i>OSP</i>	2						9	2	
<i>SPED</i>	8	1		1			14	10	2

### Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

Indicator	Performance Level
<i>State Performance Plan (SPP) Compliance Indicators</i>	0
<i>Valid, Reliable, and Timely Data</i>	0
<i>Status of Uncorrected Noncompliance</i>	0
<i>Financial Audits</i>	0

<b>College, Career, and Military Readiness Goal</b>													
<b>The percentage of graduates that meet the criteria for CCMR will increase from 74% to 80% by August 2024.</b>													
<b>Yearly Target Goals</b>													
<b>2020</b>	<b>2021</b>			<b>2022</b>			<b>2023</b>			<b>2024</b>			
74%	74%			76%			78%			80%			
<b>Closing the Gaps Student Groups Yearly Targets</b>													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	64%	75%	73%		97%			86%	63%		50%	NA	NA
2021	64%	75%	73%		97%			86%	63%		50%	NA	NA
2022	65%	76%	74%		97%			87%	64%		52%	NA	NA
2023	66%	77%	75%		97%			87%	65%		54%	NA	NA
2024	67%	78%	76%		97%			88%	66%		56%	NA	NA

CCMR Progress Measures

**CCMR Progress Measure 1**

**Used in applicable Campus Plans with campus targets**

The percent of CCMR students that earn the dual credit for college readiness on TAPR will increase from 33% to 36% by August 2024.

**Yearly Target Goals**

2020	2021	2022	2023	2024
33%	33%	34%	35%	36%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	23%	44%	51%		77%			3%	25%		33%	NA	NA
2021	23%	44%	51%		77%			3%	25%		33%	NA	NA
2022	25%	46%	52%		78%			4%	28%		36%	NA	NA
2023	27%	48%	53%		79%			5%	31%		37%	NA	NA
2024	29%	50%	54%		80%			6%	34%		38%	NA	NA

**CCMR Progress Measure 2**

**Used in applicable Campus Plans with campus targets**

The percent of CCMR students that earn Industry-Based Certifications for career readiness on TAPR will increase from 14% to 20% by August 2024.

**Yearly Target Goals**

2020	2021	2022	2023	2024
14%	14%	16%	18%	20%

**Closing the Gaps Student Groups Yearly Targets**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	15%	14%	13%		17%			13%	12%		0%	NA	NA
2021	15%	14%	13%		17%			13%	12%		0%	NA	NA
2022	16%	15%	14%		18%			14%	13%		2%	NA	NA
2023	17%	16%	15%		19%			15%	14%		4%	NA	NA
2024	18%	17%	16%		20%			16%	15%		6%	NA	NA

CCMR Progress Measure 3													
Used in applicable Campus Plans with campus targets													
The percent of CCMR students that meet the TSI Assessment on TAPR will increase from 57% to 60% by August 2024.													
Yearly Target Goals													
2020		2021			2022			2023			2024		
57%		57%			58%			59%			60%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	27%	56%	58%		77%			11%	32%		50%	NA	NA
2021	27%	56%	58%		77%			11%	32%		50%	NA	NA
2022	29%	57%	59%		78%			12%	34%		52%	NA	NA
2023	31%	58%	60%		79%			12%	36%		54%	NA	NA
2024	33%	59%	61%		80%			13%	38%		56%	NA	NA

## Nederland High School 2019-2020 CCMR Plan

**District Goal 1:** Nederland ISD will seek continuous student performance improvement by focusing on strategies for teaching and learning that ensures all students are college and career ready. Teaching practices will integrate instructional technology, online learning, and project based learning to address all learning styles and utilize multiple methods to measure student

**Campus CCMR Goal:** The percentage of Nederland High School graduates that meet the CCMR criteria will increase from 74% to 80% by August 2024.

### College Ready Progress Measure

The percent of CCMR students that earn the dual credit indicator for college readiness will increase from 33% to 36% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Increase enrollment in advanced course work in Middle School and High School.	Administration, counselors, teachers	December 2020
2) Increase dual enrollment course offerings in CTE Programs of Study.	Administration, CTE Director, counselors, teachers	December 2020
3) Increase dual enrollment course offerings for academic courses of study.	Administration, CTE Director, Department Heads	December 2020
4) Provide transportation, registration fees, and test preparation for Texas Success Initiative (TSI) for 10th grade students.	Central Office, Administration, counselors, teachers	Spring 2021
5) Annually communicate dual enrollment opportunities to 6th grade students.	Administration, middle school counselors, teachers	Spring 2021

6) Consider options for funding dual enrollment opportunities for educationally disadvantaged students.	Central Office, Administration	May 2021
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### Career Ready Progress Measure

The percent of CCMR students that earn the Industry-Based Certifications (IBC) indicator for career readiness will increase from 14% to 20% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:
1) Increase the number of Industry-Based Certifications (IBC) offered by Nederland High School.	Administration, CTE Director, counselors, teachers	Spring 2021
2) Use <i>XELLO (College and Career Exploration)</i> to assess student interest and aptitude beginning in the 7th grade to provide direction in the course selection process.	Administration, CTE Director, counselors, teachers	May 2021
3) Pay one test fee per student for Industry-Based Certifications (IBC) tests.	Administration, CTE Director, Department Heads	Spring 2021
4) Develop/Increase Programs of Study where the CTE <i>Level 4</i> courses offer an Industry-Based Certifications (IBC).	Administration, CTE Director, counselors, teachers	Spring 2021

### College Ready Progress Measure

The percent of CCMR students that meet the Texas Success Initiative (TSI) indicator will increase from 57% to 60% by August 2024.

Action Steps:	Person(s) responsible:	Timeline:
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1) Enroll 10th grade students in Edgenuity for SAT/ACT/TSI test preparation courses.	Administration, counselors	Ongoing 2020- 2021
2) Incorporate TSI preparation activities in 10th grade English and Mathematics courses during late Spring.	Administration, CTE Director, counselors, teachers	Spring 2021
3) Provide transportation and registration fees for Texas Success Initiative (TSI) for 10th grade students.	Administration, CTE Director, counselors	May 2021
4) Monitor TSI passing rate of students and provide followup support and opportunities to retest for TSI.	Administration, CTE Director, counselors	Ongoing 2020- 2021

### CCMR Progress Measure 1

The percent of CCMR students that earn the dual credit indicator for college readiness will increase from 33% to 36% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
33%	33%	34%	35%	36%

### CCMR Progress Measure 2

The percent of CCMR students that earn Industry-Based Certifications for career readiness will increase from 14% to 20% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
14%	14%	16%	18%	20%

### CCMR Progress Measure 3

The percent of CCMR students that meet the TSI indicator will increase from 57% to 60% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
57%	57%	58%	59%	60%

## NISD Elementary 2020-2021 ECMR Plan

**District Goal 1: Nederland ISD will seek continuous student performance improvement by focusing on strategies for teaching and learning that assures all students are college and career ready. Teaching practices will integrate instructional technology, online learning and project based learning to address all learning styles and utilize multiple methods to measure student success.**

**Campus Goal: The percentage of 3rd Grade students that reach the Meets level for STAAR Reading and Math will increase from by 4% by May 2024.**

### Progress Measure 1

**The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% and increase Math 87% to 90% by June 2024.**

<b>Action Steps:</b>	<b>Person(s) responsible:</b>	<b>Timeline:</b>
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration, Curriculum Leaders, Teachers	Spring 2021
6) Pre-K Parent Night (Fall 2019/Spring 2020): Introduction Waterford (Computer Program), Free Literature, Information, etc.	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

7) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021
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## Progress Measure 2

**The percent of Kindergarten students that score “at or above benchmark” (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.**

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<b>Action Steps:</b>	<b>Person(s) responsible:</b>	<b>Timeline:</b>
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration, Curriculum Leaders, Teachers	Spring 2021
6) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

## Progress Measure 3

**The percent of Grades 1-3 students that score “at or above benchmark” (40%+) on STAR Renaissance Reading will increase from 64% to 67% and Math from 80% to 83% by June 2024.**

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<b>Action Steps:</b>	<b>Person(s) responsible:</b>	<b>Timeline:</b>
1) Implement with fidelity TEKS Resource System curriculum to ensure vertical and horizontal alignment across the district.	Administration, Curriculum Leaders, Teachers	Spring 2021
2) Implementation of Texas Instructional Leadership Action Coaching: A Get Better Faster Approach for Teachers	Administration, Curriculum Leaders, Teachers	Spring 2021
3) Effectively build a literacy model foundation that supports lifelong literacy and mastery of ELAR/SLAR TEKS.	Administration, Curriculum Leaders, Teachers	Spring 2021
4) Incorporate lead4ward Lead Learning Series 19-20: Intervention: in the moment, after a test, over time that will enhance instruction for all learners.	Administration, Curriculum Leaders, Teachers	Spring 2021
5) Staff will participate in staff development activities designed to improve student achievement vertically and horizontally: Inclusion, Educationally Disadvantaged, ELL, RTI (Academic/Behavior), Higher Order Thinking Skills (H.O.T.S.), Differentiation, etc.	Administration, Curriculum Leaders, Teachers	Spring 2021
6) Implement technology enriched curriculum, individualized reading and mathematics programs that are aligned with the Texas Essential Knowledge and Skills (TEKS).	Administration, Curriculum Leaders, Teachers	Fall 2020-Spring 2021

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	Superintendent Principals Counselors	
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.	Assistant Superintendent for C&I  Director of Alternative campus	
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	Board Policy FOCA (Legal)	Assistant Superintendent for C&I  Director of Alternative campus	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	District Teacher Handbook BQ (Legal) BQ (Local)	Superintendent	
<b>5. Dropout Prevention</b>	TEC 11.252	EHCB (Legal) EHCB (Local)	Assistant Superintendent for C&I  Federal & State Programs Coordinator  Principals  Counselors	
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.	Student Services Director	
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Provide services through Region 5 Cooperative	State and Federal Program Coordinator	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		Student Handbook	Student Services Director	
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> <li>Teach for Texas grant programs</li> <li>The need to make informed curriculum choices for beyond high school</li> <li>Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	EHBF (Local)	Assistant Superintendent C&I High School Principal Counselors Director of Career-Technology Education	
<b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b> <ul style="list-style-type: none"> <li>Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>Ensuring that teachers are receiving high-quality professional development</li> </ul>	ESSA		Superintendent Assistant Superintendent Personnel and Finance Assistant Superintendent C&I	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<ul style="list-style-type: none"> <li>Attracting and retaining certified, highly effective teachers</li> </ul>				
<b>11. Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9)	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.	Superintendent Principal Counselors Teachers	
<b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b> <ul style="list-style-type: none"> <li>District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:               <ul style="list-style-type: none"> <li>Early mental health intervention</li> <li>Mental health promotion and positive youth development</li> <li>Substance abuse prevention</li> <li>Substance abuse intervention</li> <li>Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)  TEC 11.252(3)(B)(i)  Board Policy FFB(Legal)  Board Policy DMA(Legal)	The school will follow Board Policy FFB and FNF.	Superintendent Assistant Superintendent C&I Principals Counselors	
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>Methods for addressing               <ul style="list-style-type: none"> <li>Suicide prevention including parent/guardian notification procedure</li> <li>Conflict resolution programs</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Board Policies: FFB, FOC, FOCA, DMA and FFE	Superintendent Assistant Superintendent C&I Principals Counselors	

MANDATE	LEGAL REFERENCES	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	PERSON RESPONSIBLE FOR MONITORING	EVALUATION DATE
<ul style="list-style-type: none"> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul>	TEC 37.001 Family Code 71.0021 TEC 37.0831			
<b>14. Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2)  Board Policy DMA(Legal)	Board Policy DMA(Legal)	Assistant Superintendent C&I  Student Services Director	
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001		Assistant Superintendent C&I  Director of Technology	

## Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 59% to 62% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
59%	59%	60%	61%	62%

### Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Special Ed	Eco. Disadv.	SPED (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	43%	57%	62%		80%		31%	32%	47%		50%	n/a	n/a
2021	43%	57%	62%		80%		31%	32%	47%		50%	n/a	n/a
2022	44%	58%	63%		81%		32%	33%	48%		51%	n/a	n/a
2023	45%	59%	64%		82%		33%	33%	49%		51%	n/a	n/a
2024	46%	60%	65%		83%		34%	34%	50%		52%	n/a	n/a

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 59% to 62% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
59%	59%	60%	61%	62%

### Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)

	African American	Hispanic	White	American Indian	Asian	Pac. Islander	Two or More Races	SPED	Eco. Disadv.	SPED (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	35%	63%	61%		76%		38%	35%	50%		55%	n/a	n/a
2021	35%	63%	61%		76%		38%	35%	50%		55%	n/a	n/a
2022	36%	64%	62%		77%		39%	36%	51%		56%	n/a	n/a
2023	37%	65%	63%		78%		40%	36%	52%		56%	n/a	n/a
2024	38%	66%	64%		79%		41%	37%	53%		57%	n/a	n/a

**ECMR Progress Measure 1**  
**Used in applicable Campus Plans with campus targets**

The percent of PK students that score "on track" on the CLI literacy diagnostic will increase Reading from 63% to 66% and increase Math 87% to 90% by June 2024.

**Yearly Target Goals**

<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Reading 63% / Math 87%	Reading 63% / Math 87%	Reading 64% / Math 88%	Reading 65% / Math 89%	Reading 66% / Math 90%

**Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2021	63%	50%	72%		80%		75%	40%	63%		47%	n/a	n/a
2022	64%	51%	73%		81%		76%	41%	64%		48%	n/a	n/a
2023	65%	52%	74%		82%		77%	41%	65%		48%	n/a	n/a
2024	66%	53%	75%		83%		78%	42%	66%		49%	n/a	n/a

**Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2021	75%	80%	94%		100%		100%	60%	87%		71%	n/a	n/a
2022	76%	81%	95%		100%		100%	61%	88%		72%	n/a	n/a
2023	77%	82%	95%		100%		100%	61%	88%		72%	n/a	n/a
2024	78%	83%	96%		100%		100%	62%	89%		73%	n/a	n/a

**ECMR Progress Measure 2**  
**Used in applicable Campus Plans with campus targets**

The percent of Kindergarten students that score “at or above benchmark” (40%+) on STAR Early Literacy will increase from 81% to 84% by June 2024.

**Yearly Target Goals**

<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
81%	81%	82%	83%	84%

**Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)**

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2021	73%	67%	79%		85%		78%	0%	72%		61%	n/a	n/a
2022	74%	68%	80%		86%		79%	2%	73%		62%	n/a	n/a
2023	75%	69%	81%		87%		80%	4%	74%		63%	n/a	n/a
2024	76%	70%	82%		88%		81%	6%	75%		64%	n/a	n/a

## ECMR Progress Measure 3 Used in applicable Campus Plans with campus targets

The percent of Grades 1-3 students that score “at or above benchmark” (40%+) on STAR Renaissance Reading will increase from 64% to 67% and Math from 80% to 83% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
Reading 64% / Math 80%	Reading 64% / Math 80%	Reading 65% / Math 81%	Reading 66% / Math 82%	Reading 67% / Math 83%

### Closing the Gaps Student Groups Yearly Targets (3rd Grade Reading)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2021	56%	57%	64%		78%		64%	12%	55%		47%	n/a	n/a
2022	57%	58%	65%		79%		65%	13%	56%		48%	n/a	n/a
2023	58%	59%	66%		80%		66%	13%	57%		48%	n/a	n/a
2024	59%	60%	67%		81%		67%	14%	58%		49%	n/a	n/a

### Closing the Gaps Student Groups Yearly Targets (3rd Grade Math)

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	SpecialEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2021	73%	77%	80%		90%		77%	46%	72%		74%	n/a	n/a
2022	74%	78%	81%		91%		78%	47%	73%		75%	n/a	n/a
2023	75%	79%	82%		92%		79%	47%	74%		75%	n/a	n/a
2024	76%	80%	83%		93%		80%	48%	75%		76%	n/a	n/a

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**

**Board of Trustees**

November 16, 2020  
Date of Board Meeting

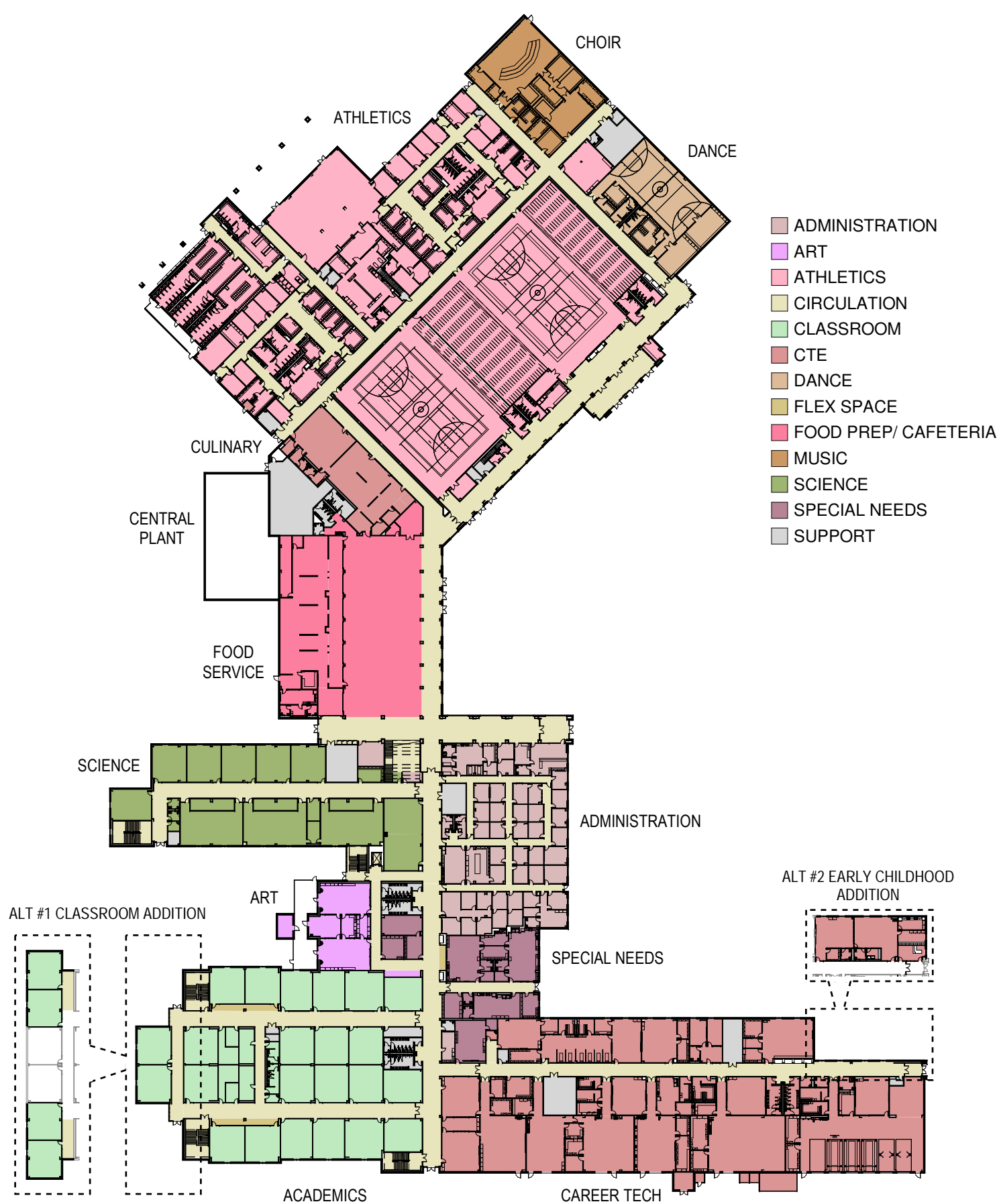
Initiated By

Dr. Stuart Kieschnick

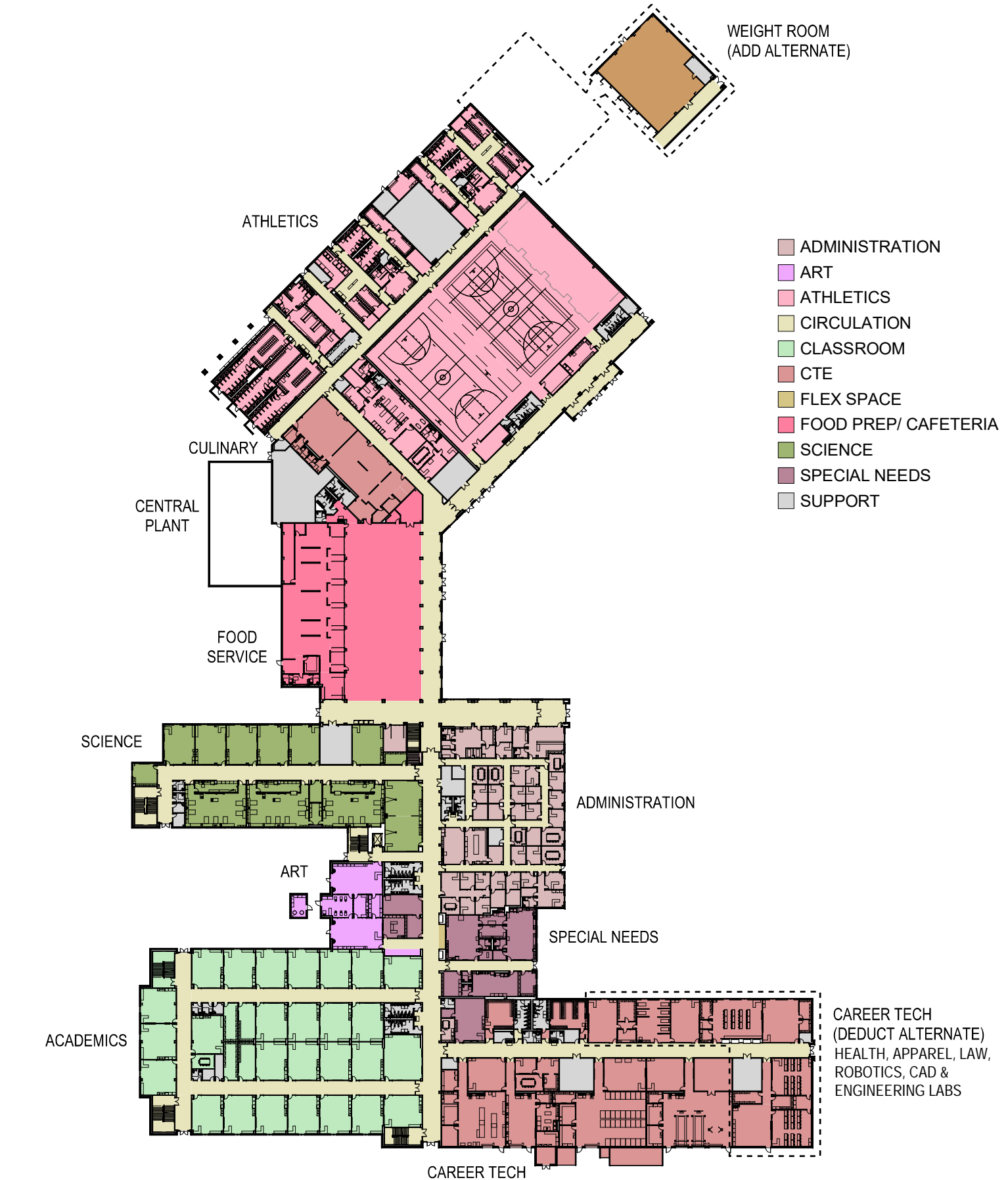
Recommended By

**NHS Design Development  
IBI GROUP ARCHITECTS  
(DISCUSSION AND/OR ACTION)**

Discuss and Consider Approval of the Design Development for  
Nederland High School as presented by IBI Group Architects.

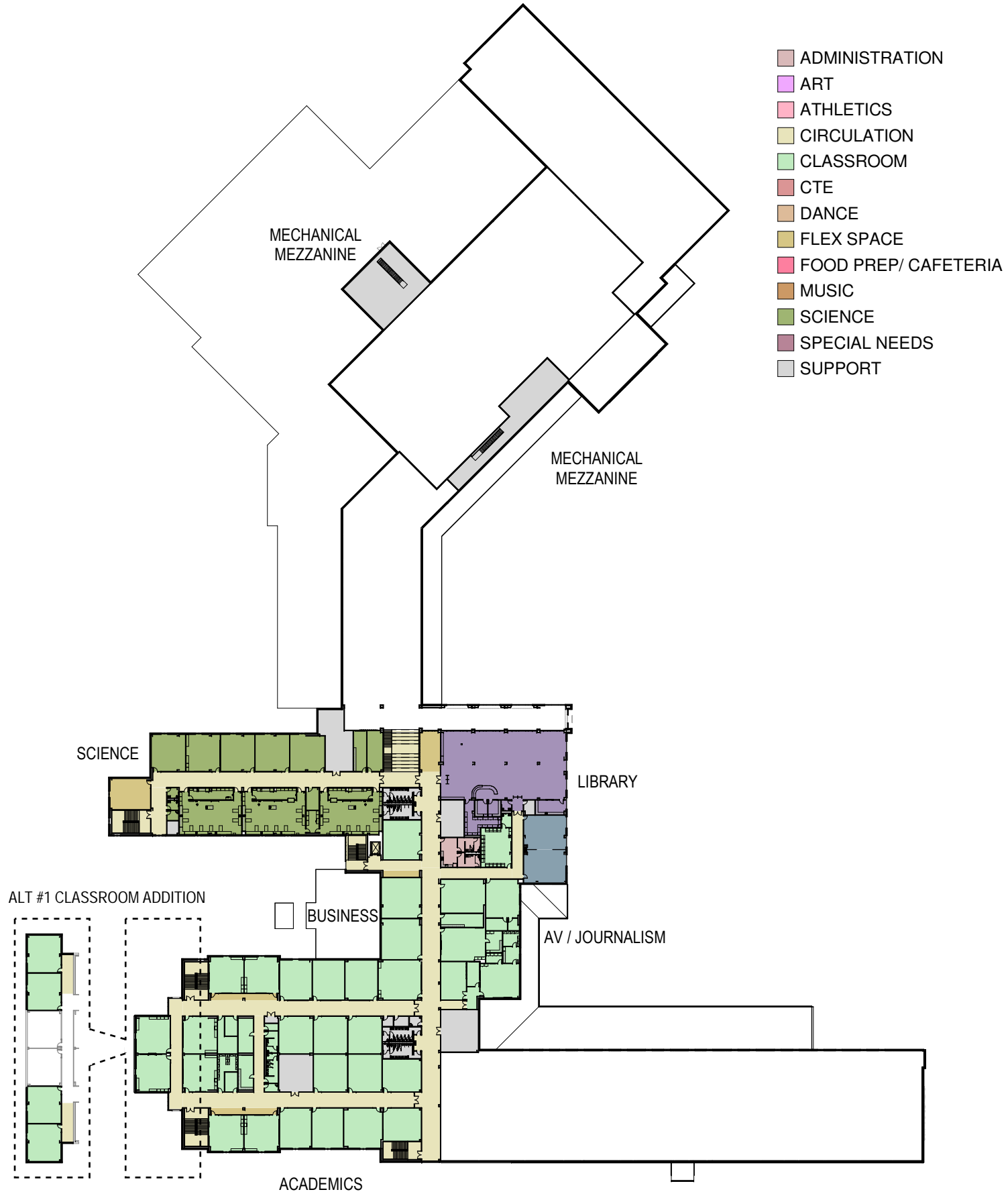


PREVIOUS FIRST FLOOR PLAN

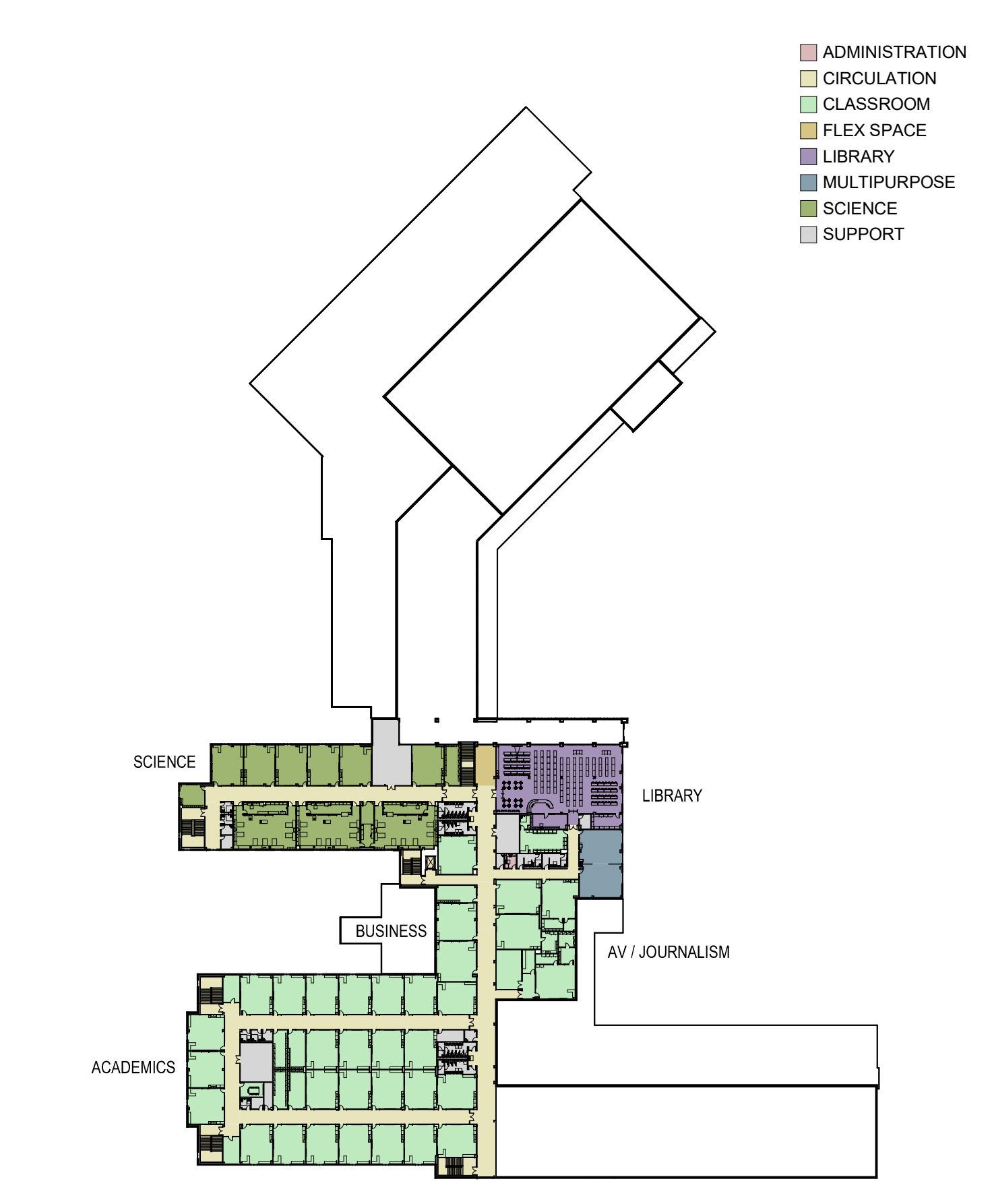


CURRENT FIRST FLOOR PLAN

# FIRST FLOOR COMPARISON



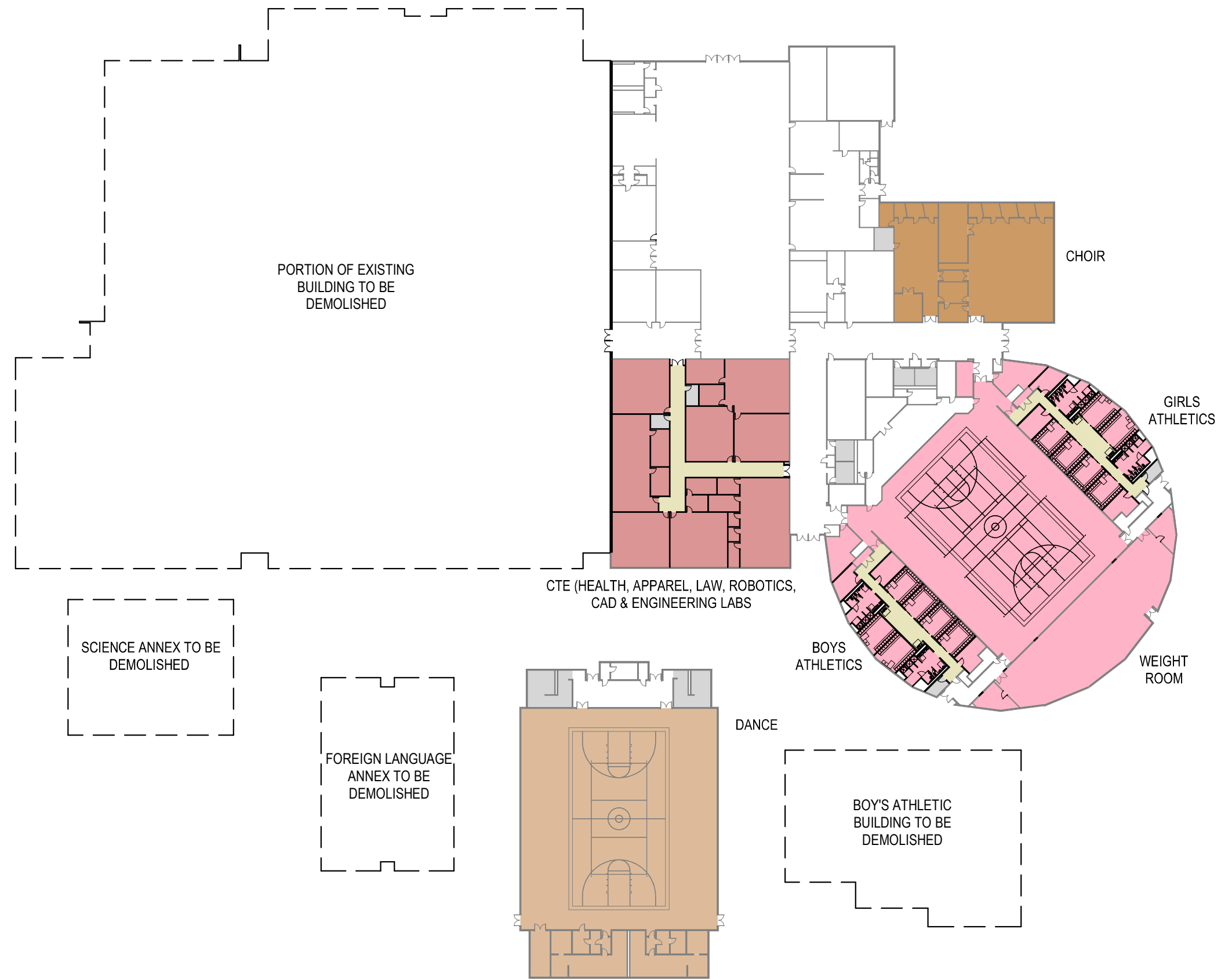
PREVIOUS SECOND FLOOR PLAN



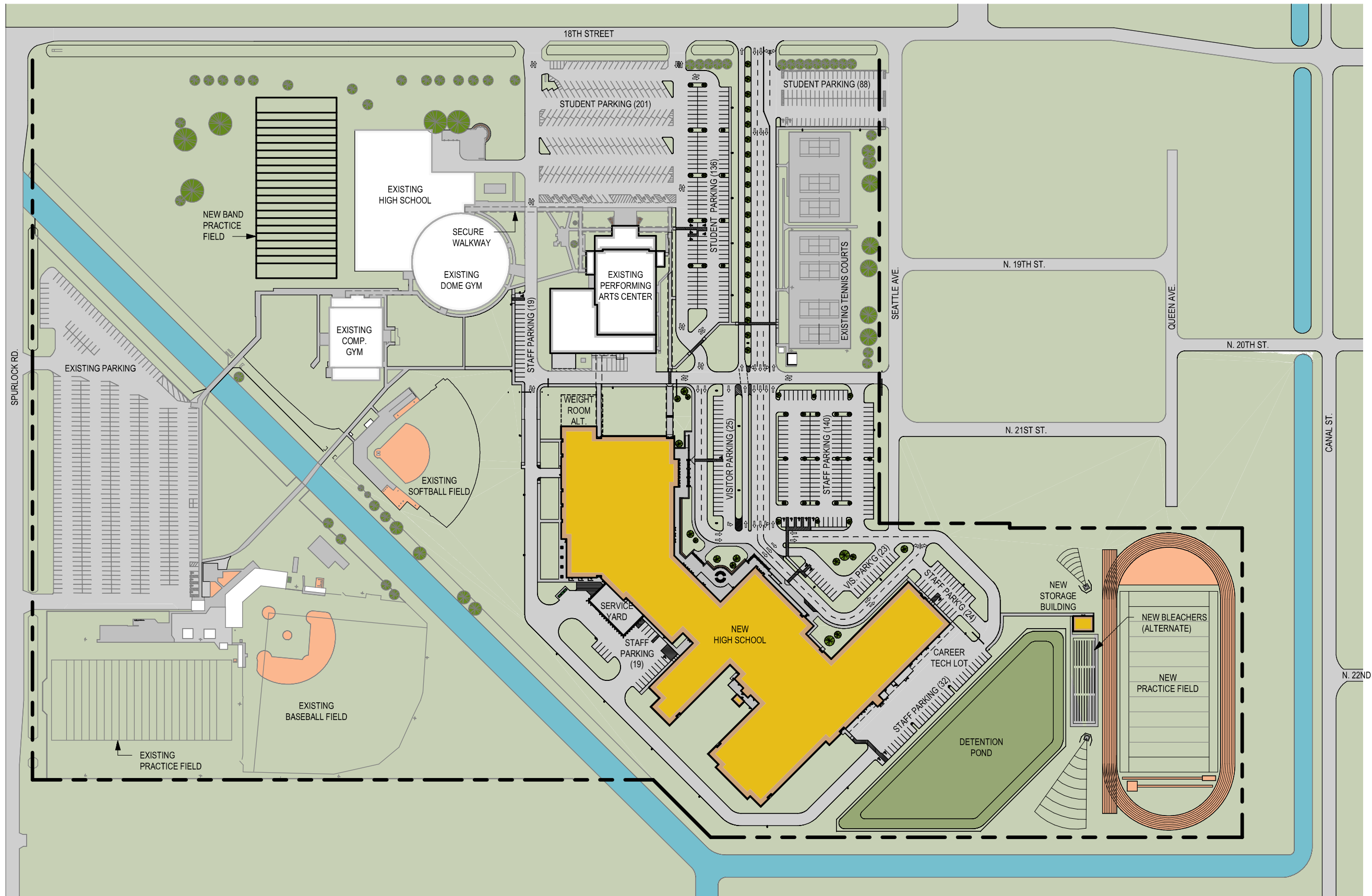
CURRENT SECOND FLOOR PLAN

# SECOND FLOOR COMPARISON

- ATHLETICS
- CIRCULATION
- CTE
- DANCE
- MUSIC
- SUPPORT



# EXISTING BUILDING RENOVATION PLAN



# SITE PLAN

## NEDERLAND HIGH SCHOOL





# EXTERIOR VIEW - MAIN ENTRANCE

158

Nederland High School

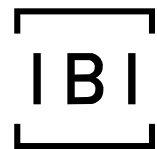
TEXAS-IBI GROUP, INC.



# EXTERIOR VIEW - GYMNASIUM ENTRANCE

159

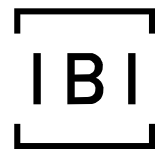
Nederland High School



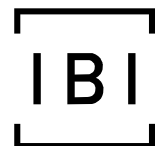
# EXTERIOR VIEW - CAREER AND TECHNOLOGY BUILDING

Nederland High School

TEXAS-IBI GROUP, INC.



# INTERIOR VIEW - MAIN ENTRY CORRIDOR



# INTERIOR VIEW - CAFETERIA/LEARNING STAIR

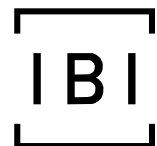
162

Nederland High School



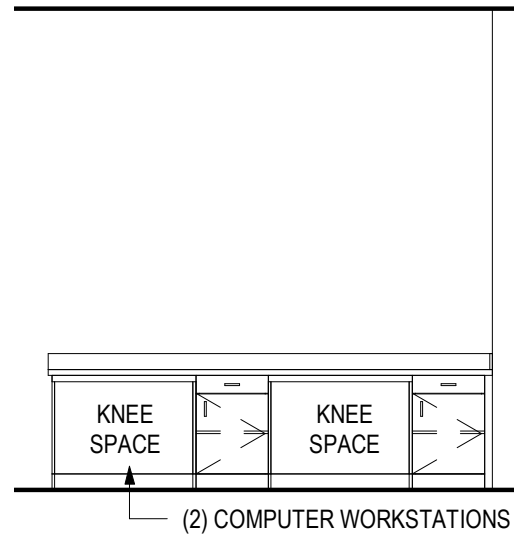
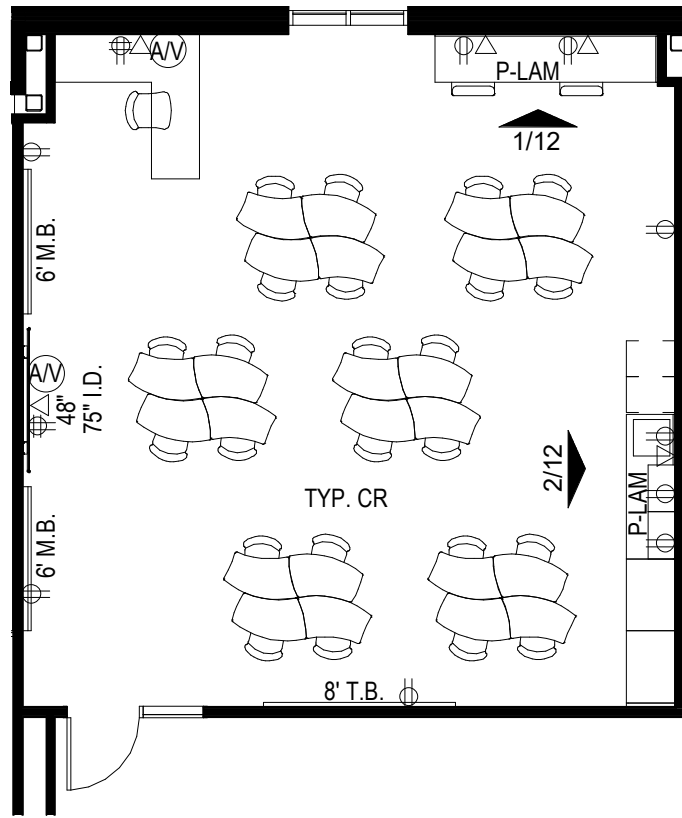
# INTERIOR VIEW - GYMNASIUM LOBBY

Nederland High School

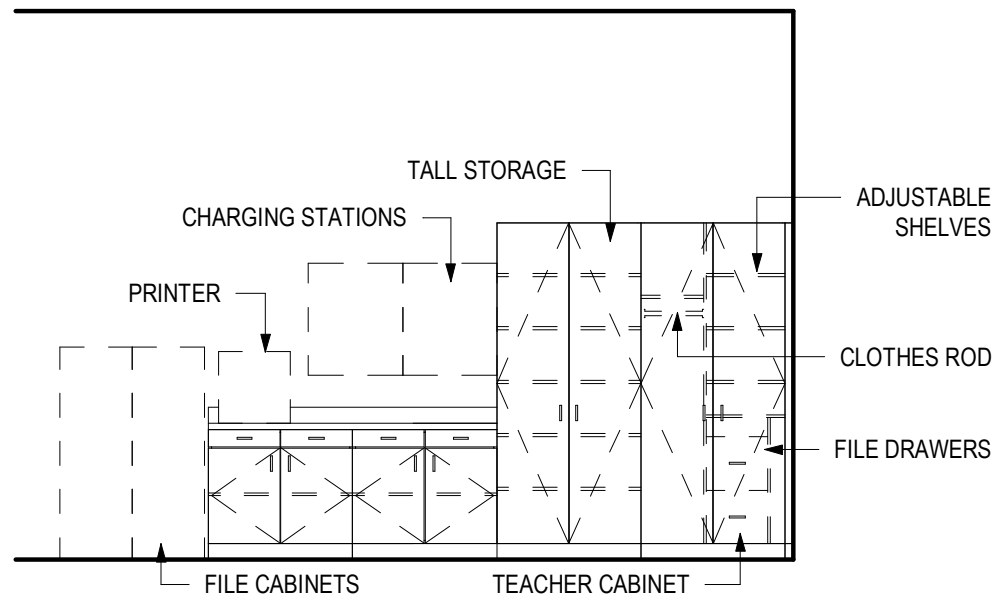
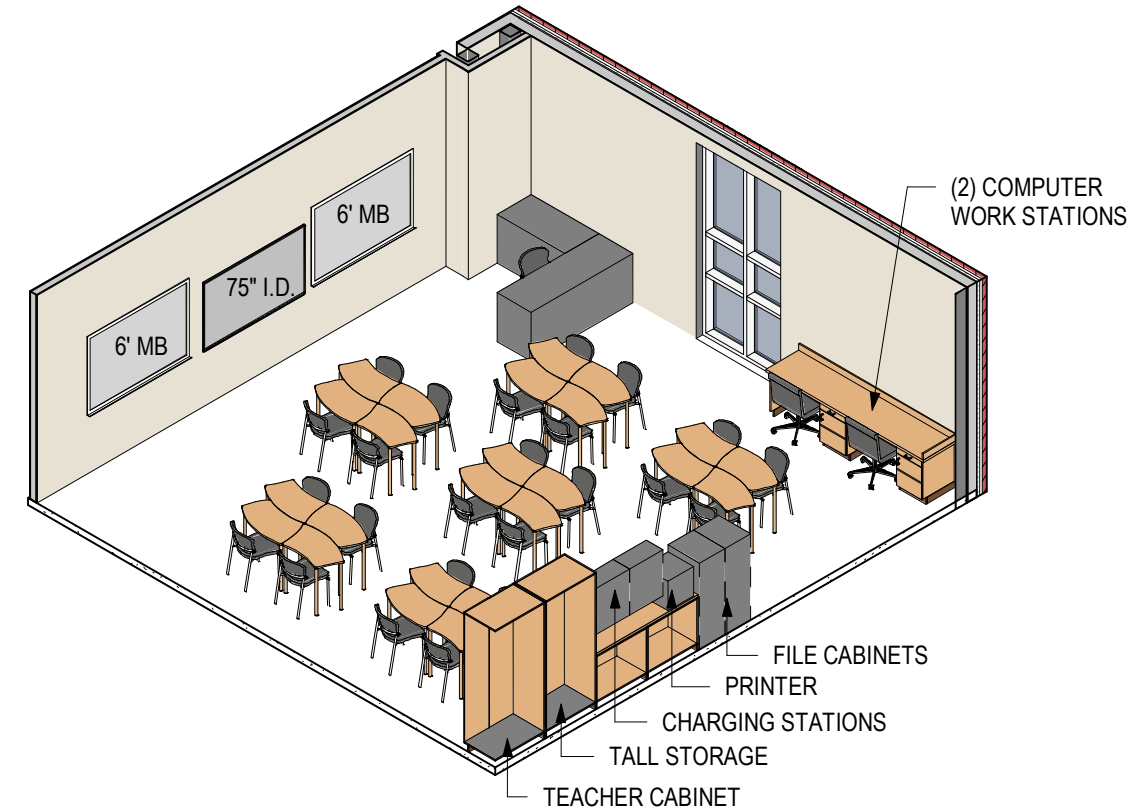


# INTERIOR VIEW - LIBRARY

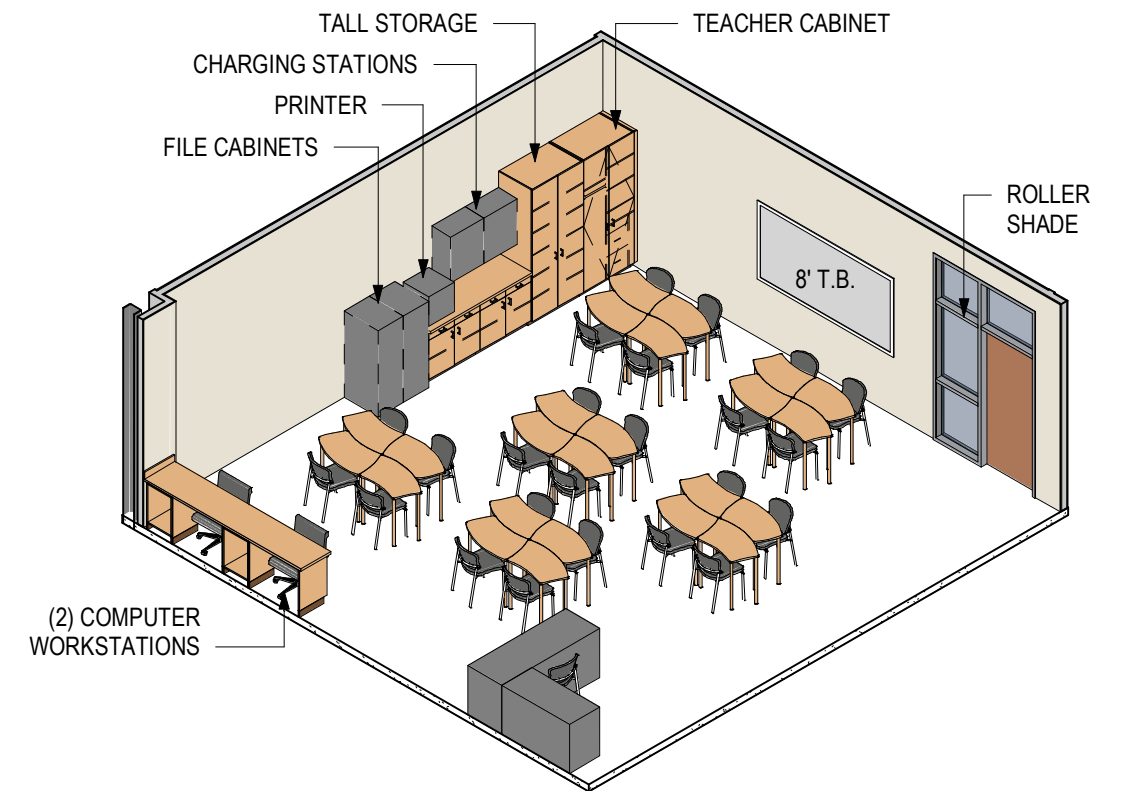
Nederland High School



**1 CLASSROOM - N**  
1/4" = 1'-0"

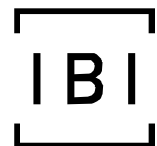


**2 CLASSROOM - E**  
1/4" = 1'-0"



**LEGEND**

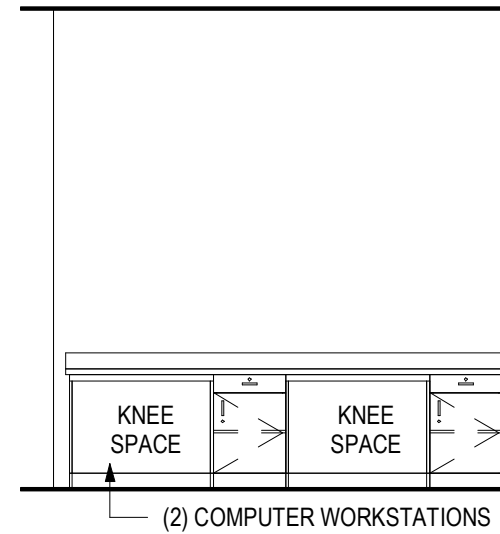
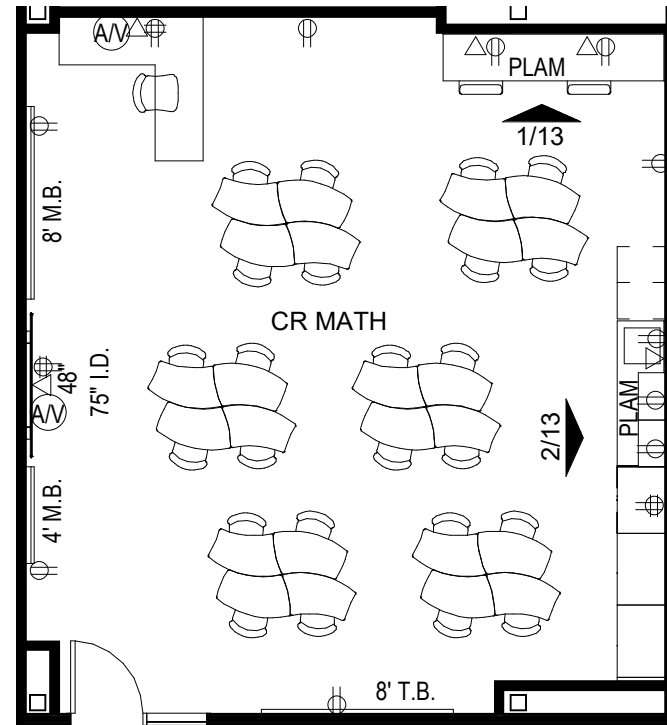
- ⊕ - 110V DUPLEX RECEPTACLE
- ⊕ - 110V QUAD RECEPTACLE
- ⊕ - 220V RECEPTACLE
- ▽ - DATA RECEPTACLE
- ⊙ - CEILING MOUNTED POWER REEL
- Ⓜ - AUDIO/ VISUAL RECEPTACLE
- Ⓜ - COMPRESSED AIR OUTLET



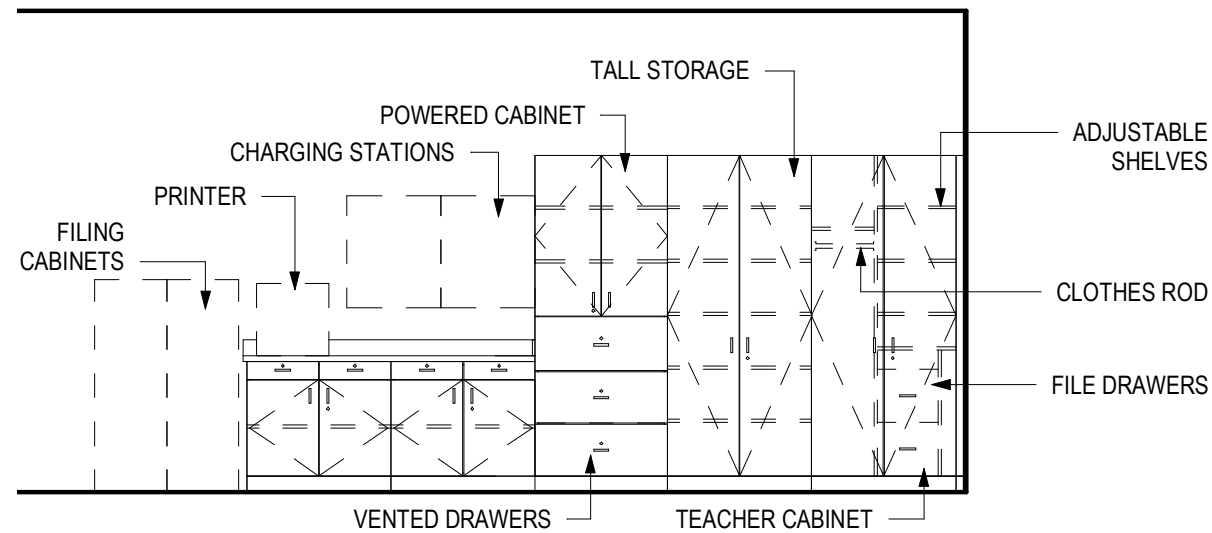
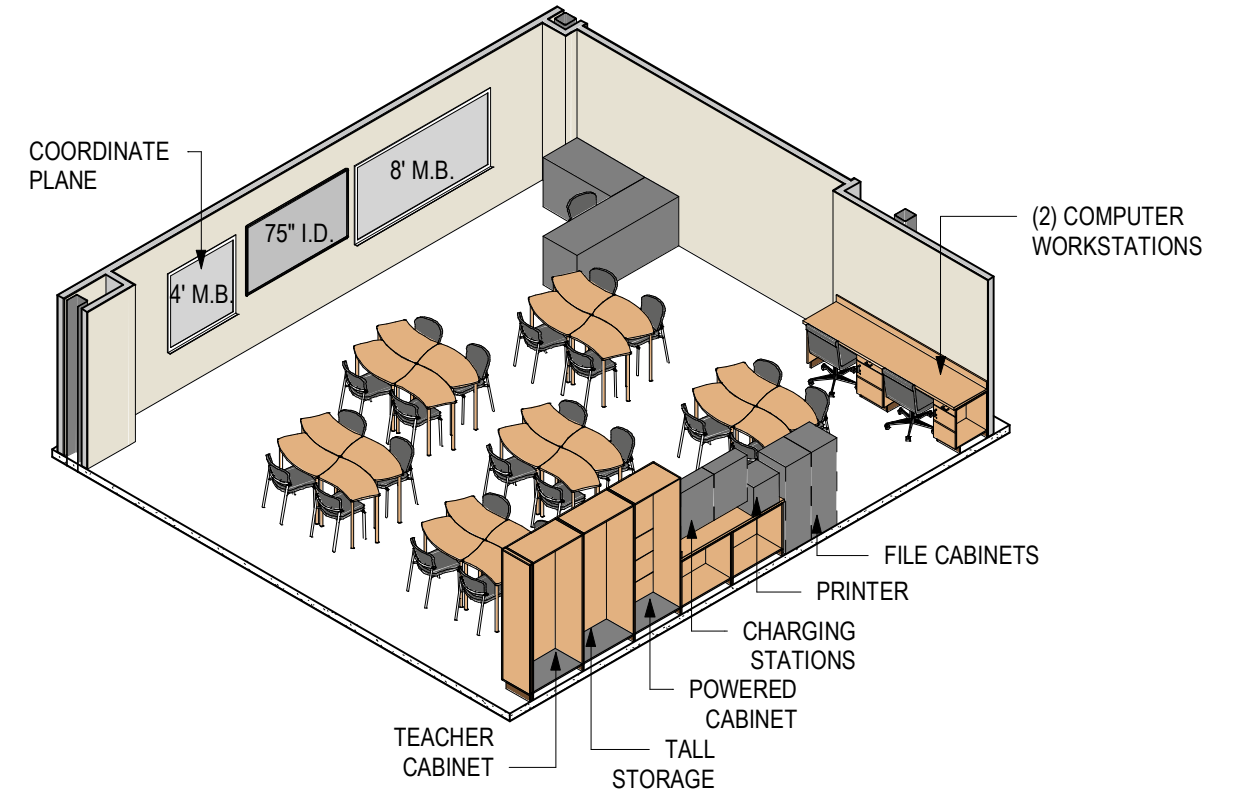
**TYPICAL CLASSROOM**

Nederland High School

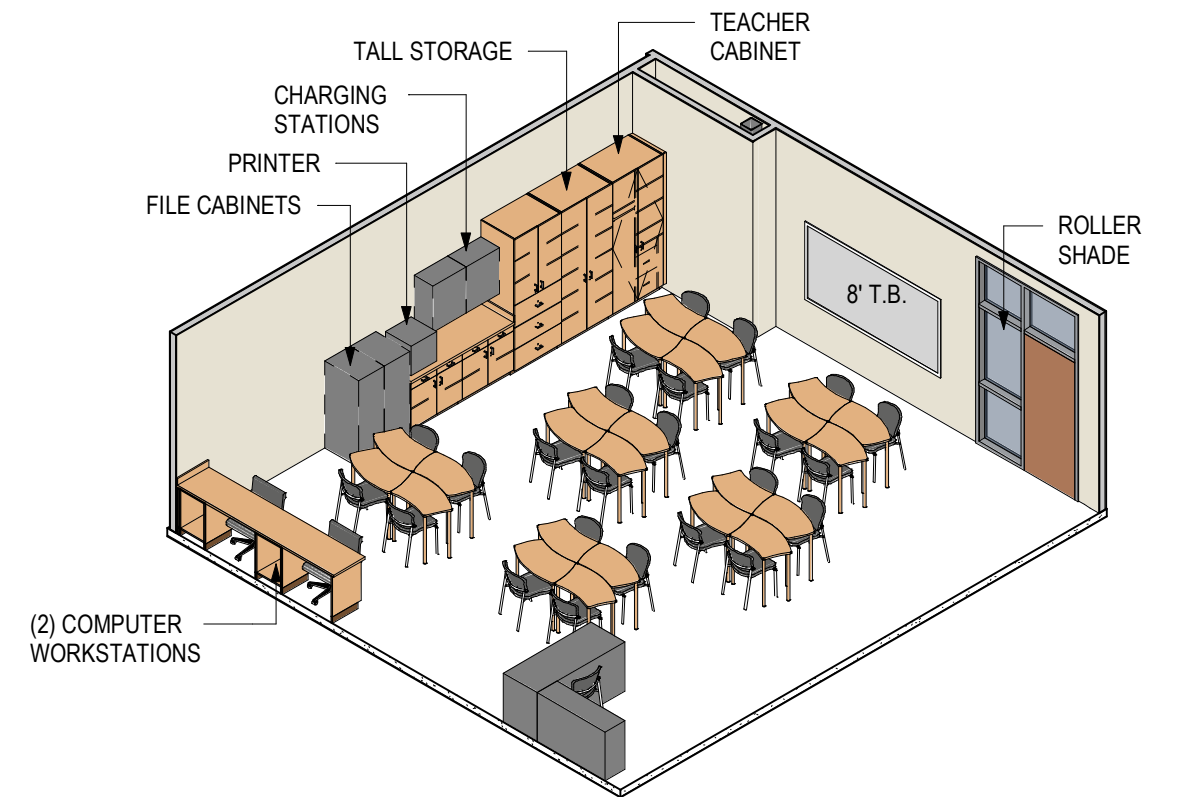
TEXAS-IBI GROUP, INC.



**1** CR MATH - N  
1/4" = 1'-0"

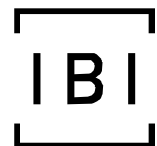


**2** CR MATH - W  
1/4" = 1'-0"



**LEGEND**

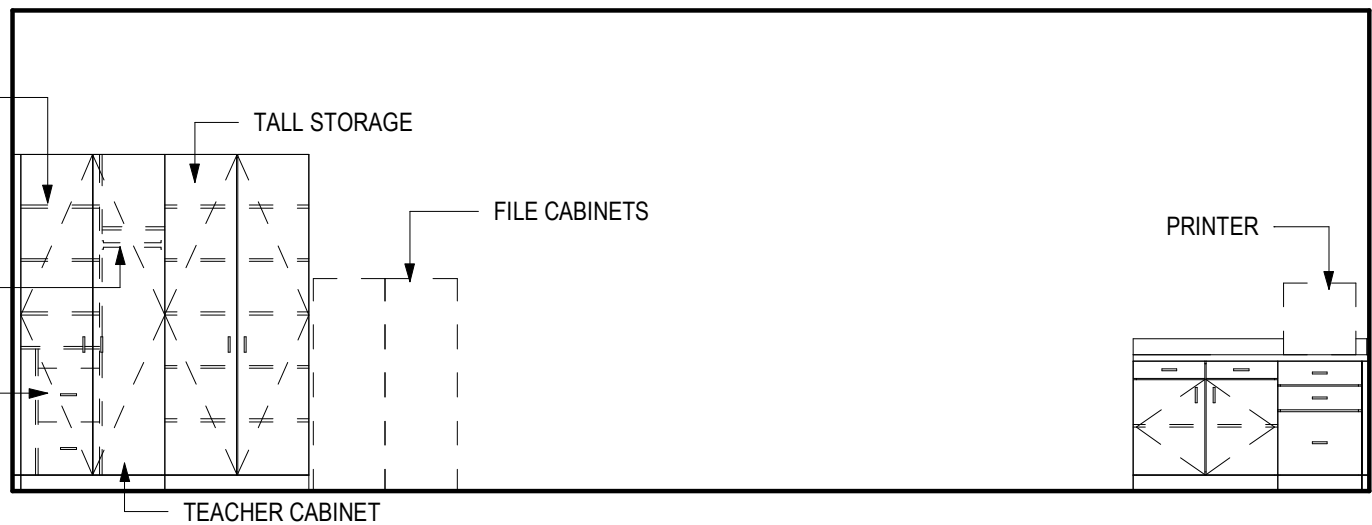
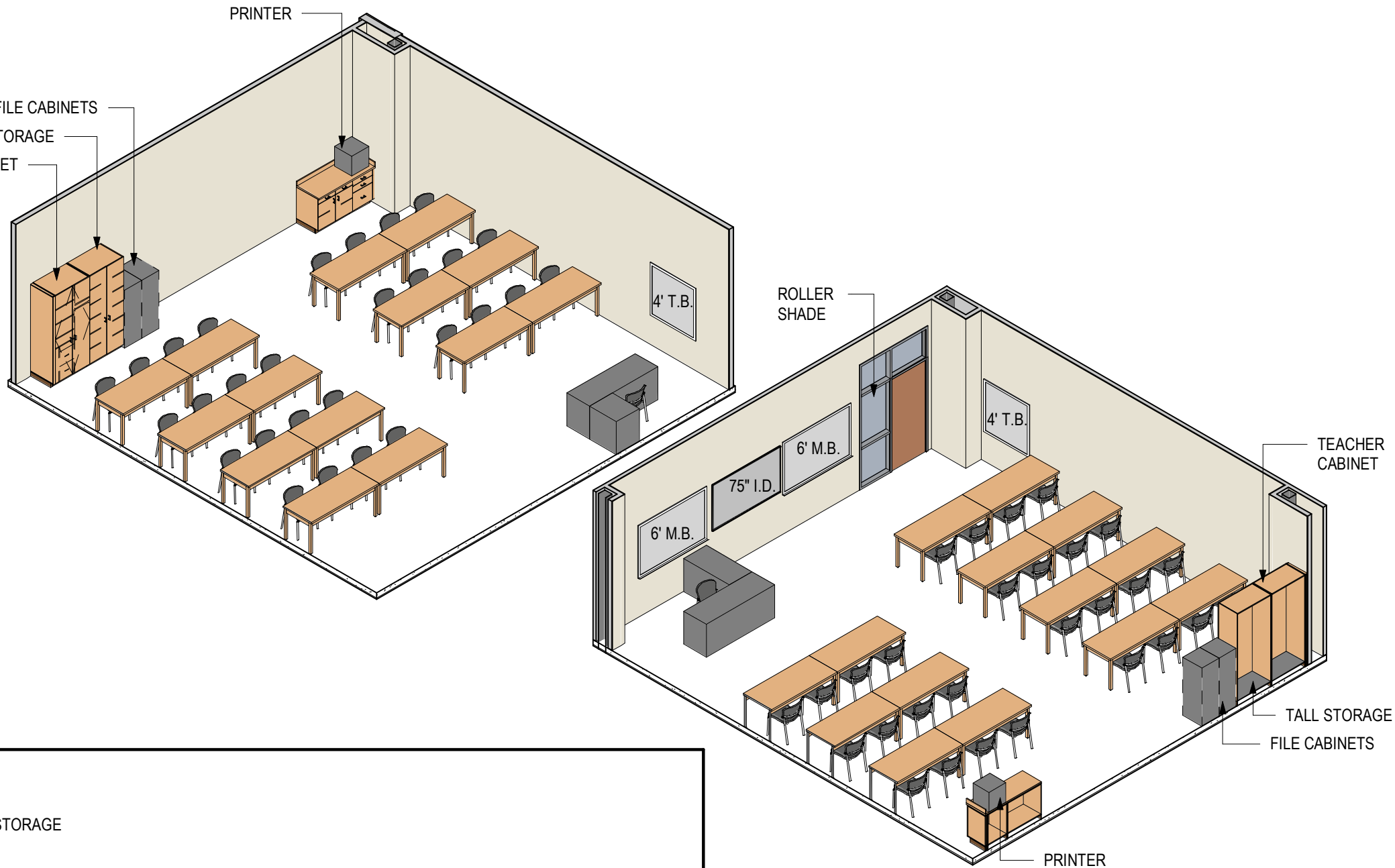
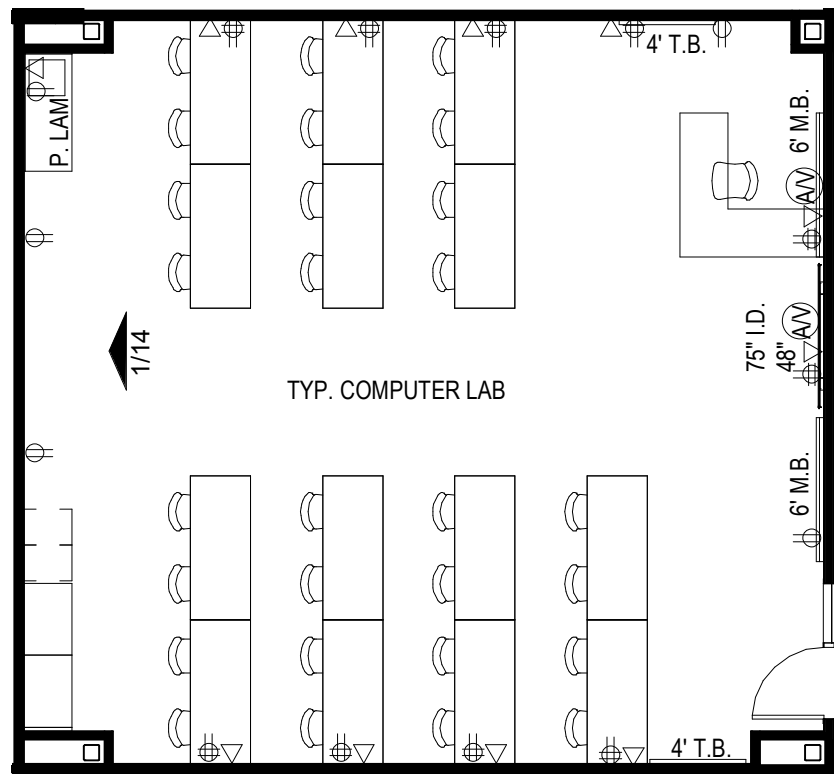
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- ⊕ - 110V QUAD RECEPTACLE
- ⊕ - 220V RECEPTACLE
- ▽ - DATA RECEPTACLE
- ⊙ - CEILING MOUNTED POWER REEL
- Ⓜ - AUDIO/ VISUAL RECEPTACLE
- Ⓐ - COMPRESSED AIR OUTLET



**MATH CLASSROOM**

Nederland High School

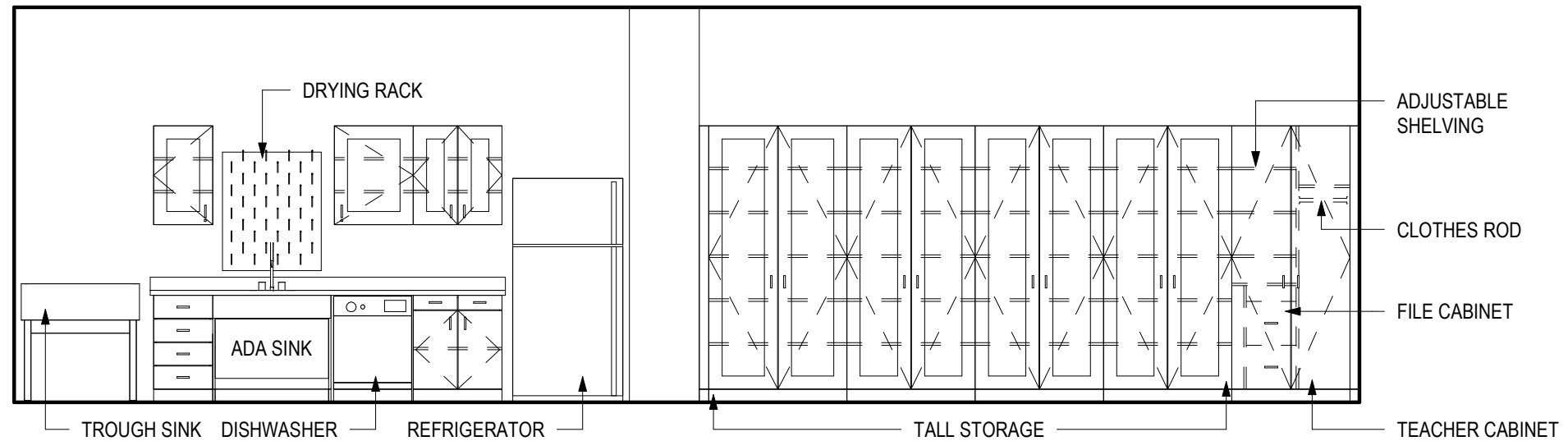
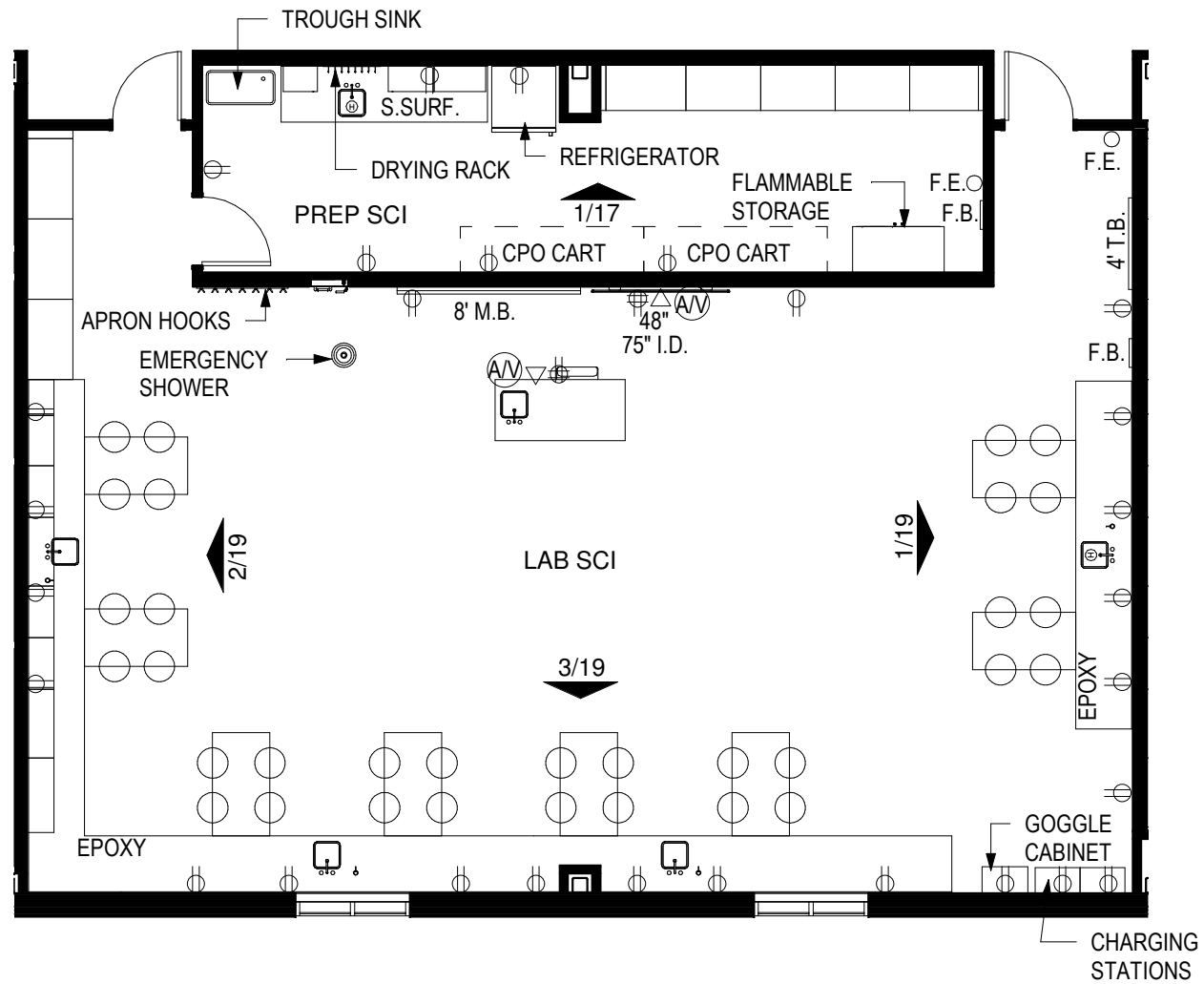
TEXAS-IBI GROUP, INC.



**LEGEND**

- ⊕ - 110V DUPLEX RECEPTACLE
- ⊕ - 110V QUAD RECEPTACLE
- ⊕ - 220V RECEPTACLE
- ▽ - DATA RECEPTACLE
- ⊙ - CEILING MOUNTED POWER REEL
- Ⓜ - AUDIO/ VISUAL RECEPTACLE
- Ⓜ - COMPRESSED AIR OUTLET

**1** LAB BUSIN - N  
1/4" = 1'-0"



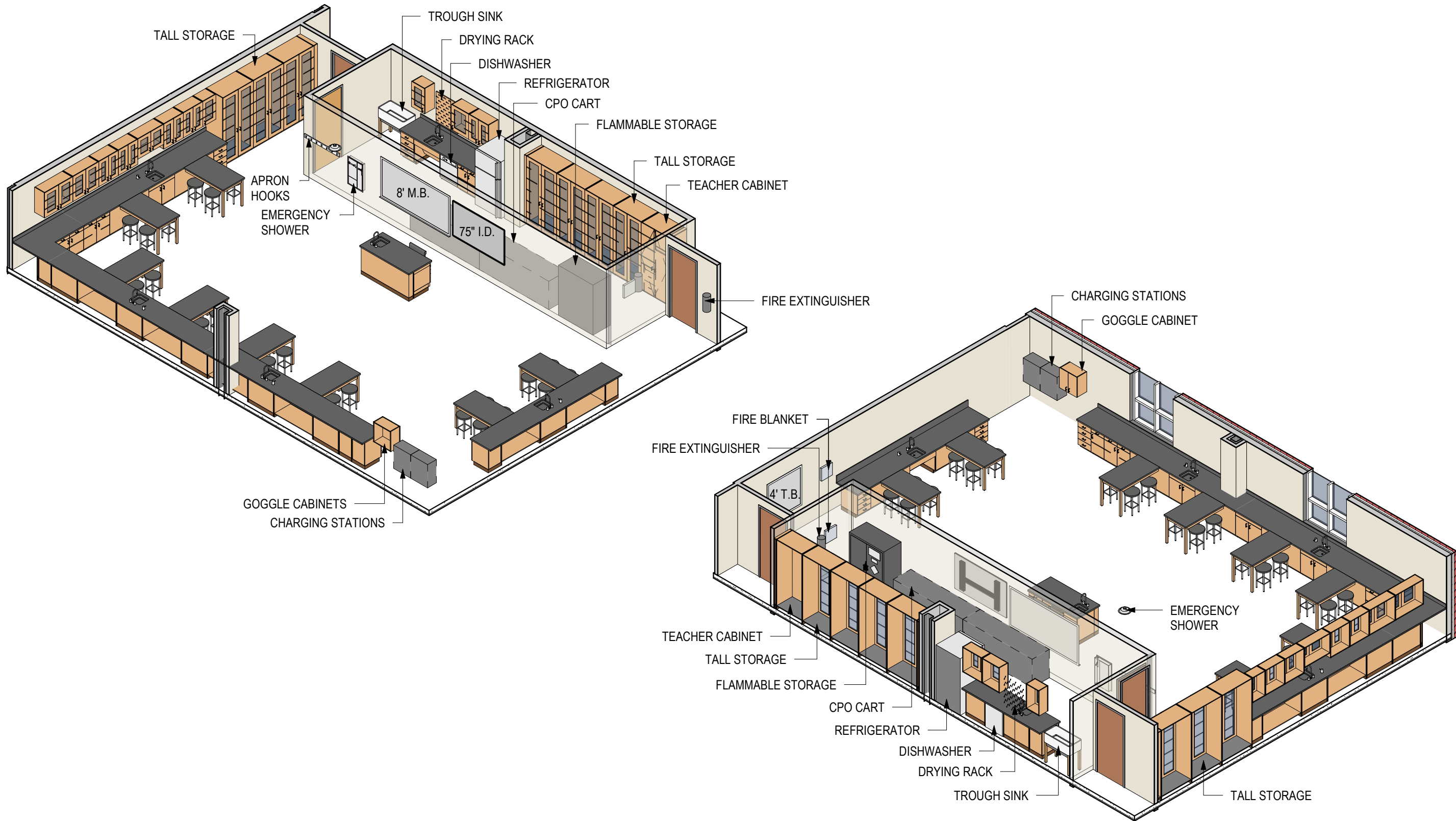
**LEGEND**

- ⊕ - 110V DUPLEX RECEPTACLE
- ⊕⊕ - 110V QUAD RECEPTACLE
- ⊕⊕⊕ - 220V RECEPTACLE
- ▽ - DATA RECEPTACLE
- ⊙ - CEILING MOUNTED POWER REEL
- Ⓜ - AUDIO/ VISUAL RECEPTACLE
- Ⓐ - COMPRESSED AIR OUTLET

**1** SCIENCE - PREP - N  
1/4" = 1'-0"

**SCIENCE - LAB - FLOOR PLAN/ELEVATION**

168



# SCIENCE - LAB - PERSPECTIVES

169

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**

**Board of Trustees**

November 16, 2020  
\_\_\_\_\_  
Date of Board Meeting

Dr. Steven Beagle  
\_\_\_\_\_  
Initiated By

Dr. Stuart Kieschnick  
\_\_\_\_\_  
Recommended By

**Pre-K Partnership**  
**(DISCUSSION AND/OR ACTION)**

Authorize the Superintendent to solicit full day Pre-K partnerships from Pre-K providers that exist inside the boundaries of Nederland ISD. Potential Pre-K partners must meet all requirements as outlined in House Bill 3. Partnership proposals will be accepted through December 14, 2020.

# HB 3 in 30: Prekindergarten

# Frequently Asked Questions

## Question:

If I do not currently offer prekindergarten, am I required to do so now?

## Answer:

HB 3 did not change the law on whether prekindergarten must be offered; only the nature of prekindergarten if offered. TEC Sec 29.153 notes that a district shall offer prekindergarten classes if it identifies 15+ eligible four-year-olds. This provision does not apply to charter schools.

Parents are not required to enroll students in Pre-K. However, once enrolled attendance is required.

# Frequently Asked Questions

## Question:

Is full-day high-quality prekindergarten required for all prekindergarten students?

## Answer:

If you are providing prekindergarten for eligible four-year-olds, the format of that PreK must now be full-day, and it must meet the high-quality requirements. An exemption may be applied for if an LEA would need to construct facilities or fewer children would be served.

The law did not change prekindergarten eligibility. Foundation school program funds are available for eligible students; for non-eligible students, districts may offer prekindergarten (and may charge tuition), if the district chooses.

# Frequently Asked Questions

## Question:

Are all students receiving early childhood special education services automatically required to be served in full-day prekindergarten programs?

## Answer for prekindergarten eligible students: Yes, with caveats.

- Students eligible for a full day prekindergarten program are also eligible to receive early childhood special education (ECSE) services.
- The **ARD committee** will determine the **frequency, location, and duration** of the ECSE services that the student will receive during the **full instructional day**, unless the ARD committee determines that a **shorter day is appropriate**.

## Answer for prekindergarten ineligible students: No, with caveats.

- Students eligible for ECSE services are not automatically eligible for a full day prekindergarten program.
- The **ARD committee** will determine the **frequency, location, and duration** of the services, **which may or may not include a full instructional day**.



# Exemptions and State Waivers

# Pre-K Exemption Basics

Districts may request an exemption from offering full-day Pre-K to eligible four-year-olds in two limited circumstances:

1. A district or open-enrollment charter school would need to construct, repurpose, or lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility
2. Implementation of full-day would result in fewer eligible children being enrolled in prekindergarten

**In Statute:**

Texas Education Code, Section 29.153 (c) (d)

An LEA may not receive an exemption unless the LEA has solicited and considered at a public meeting the following:

- Proposals for partnerships with public or private entities regarding offering full-day prekindergarten for eligible four-year-old students.

# Exemptions from Full-day Prekindergarten

- Effective September 1, 2019
- A waiver request to receive an exemption will be:
  - Available from TEA no later than January 1, 2020 (but not likely available till well after the start of the school year)
  - Applications will be due to the agency no later than March 2, 2020
  - Approved or denied by programs staff within 30 days of submission
  - Approved for 1, 2, or 3 years with one renewal for up to 3 additional years

## **Key Point:**

Compliance in year 1 may be difficult for many districts, and exemptions will be granted for that year if districts need them. But exemptions will be granted beyond year 1 only when districts demonstrate good faith attempts to comply with the new prekindergarten requirements.

# Applying for an Exemption

- Districts and charters requesting an exemption from full-day prekindergarten, should do so through TEA's [State Waivers Unit](#)
- Districts and charters should apply for a one year, two year or three-year waiver based on the exemption criteria listed for each one
- When an LEA applies for either one to three-year exemption, the superintendent will need to affirm that the district will adhere to the exemption requirements (gradually increased responsibility due to years requested)

# Exemption Renewals

- If a districts submits an exemption for renewal, the LEA will need to provide evidence of the completed actions in your waiver
  - Held a public meeting
  - Solicit and considered partnerships
- If an LEA affirmed to the requirements and there is no evidence of the information, an exemption will not be renewed

# Frequently Asked Questions

## Question:

If a district receives an exemption from providing full-day prekindergarten will they still receive the early education allotment?

## Answer:

Yes. The early education allotment funding is not contingent on providing full-day prekindergarten.

# Frequently Asked Questions

## Question:

**What does it mean to solicit a Pre-K partnership at a public meeting?**

## Answer:

The agency will be publishing rules to provide more clear guidance on what actions will satisfy this requirement.

In all likelihood, at a minimum, there will need to be at least one board meeting where the board authorizes a call for partners, and at least one board meeting where the board considers the responses.



# Public-Private Partnerships

# What are Public-Private Pre-K Partnerships?

## Direct Pre-K

- Districts can offer Pre-K to students in their facilities directly, without any support from other organizations in their community.

## Pre-K Partnerships

- But districts can also offer Pre-K to students in partnership with other organizations that provide early childhood services:
  - **At the partner:** District Pre-K can be offered in licensed child care or head start facilities. Students in those facilities effectively become enrolled in the district, in addition to being enrolled in the child care / head start.
  - **At the district:** District Pre-K can be offered in district facilities, but partner organizations (like head start) could staff or otherwise support those classrooms.

# Why create Public-Private Pre-K Partnerships?

- **Reduce Costs:** Partners can fund or otherwise supply facilities, so districts don't have to spend as much on their own facilities.
- **Expand Access:** Partners can help reach more families and can bring additional services to support the classroom activities.
- **Additional Funding Sources:** Partners have access to funding sources (like tuition, subsidies, and head start funding) which can be combined with the foundation school program funds of the school district.
- **Increase Quality:** Partners serve young learners who wouldn't otherwise enroll in district prekindergarten. The partnership can work to improve quality for all these future kindergartners.

# New Public-Private Partnership Requirements

Public-private partnerships have been optional for districts for years. HB 3 makes two changes that **require districts to pursue these partnerships** under specific circumstances:

- 1. Exemptions:** In order to receive an exemption for providing full-day prekindergarten for eligible four-year-old children
- 2. Expansions:** Before a school district or open-enrollment charter school may construct, repurpose, or lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility, to provide the prekindergarten classes

## LEA and Head Start Program Partnerships

- Can be provided on-site at the LEA or at the Head Start Program
- Allow for either the LEA or Head Start Program to employ the teacher(s)
- Are funded with (a) FSP funding (which now includes the early education allotment), and (b) Head Start program funding.
  - LEA and Head Start program funding can fund the same hours so long as requirements and standards for each entity are met



## MOUs between LEAs and Early Learning Centers

- Services can be provided on-site at the LEA or at the early learning center
- Allow for either the LEA or early learning center to employ the teacher(s)
- Are funded with (a) FSP funding, (b) childcare subsidies, and/or (c) tuition
  - Tuition and/or childcare subsidies may not fund program hours funded by the LEA.
  - Typically, the LEA passes through funding to the early learning center. The amount of funding passed through will depend on the employer of the teacher(s) and the services provided by each entity.
  - For dual-enrolled children, early learning centers should contact their local workforce board to determine which childcare subsidy rate they are eligible to receive (full-time, part-time, or blended) based on the number of hours funded by the LEA.



## Performance Contracts with Early Learning Centers

- Allow for districts to partner with a non-profit organization, government entity, institute of higher education, and/or an existing charter school that has applied for and been designated as an in-district charter
- Are funded with (a) FSP funding and other funding that may be available to the partner such as (b) childcare subsidies and (c) tuition.
- LEAs may apply for (d) additional funding through Senate Bill 1882 (85<sup>th</sup> Legislature)
- More information on SB 1882 can be found here: [www.txpartnerships.org](http://www.txpartnerships.org)



# Requirements for Early Learning Center Partners

Early learning centers must meet **one** of the following requirements:

- Are a Texas Rising Star Program provider with a three-star certification or higher
- Are nationally accredited
- Are a Texas School Ready participant
- Meet the requirements under TEC Sec 29.1532

Or districts can partner with head start providers.

**In Statute:**

Texas Education Code, Section 29.1532 (g) If a school district contracts with a private entity for the operation of the district's prekindergarten program, the program must at a minimum comply with the applicable child-care licensing standards adopted by the Department of Protective and Regulatory Services under Section 42.042, Human Resources Code.

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**

**Board of Trustees**

November 16, 2020  
Date of Board Meeting

Dr. Steven Beagle  
Initiated By

Dr. Stuart Kieschnick  
Recommended By

**School Health Advisory Committee (SHAC) Members  
2020-2021  
(DISCUSSION AND/OR ACTION)**

- |                   |                       |
|-------------------|-----------------------|
| Erica Banda       | Dr. Stuart Kieschnick |
| Dr. Steven Beagle | Jamie Matuska         |
| Rene' Bodden      | Cammie McCorvy        |
| Cindi Bordelon    | Lana McGrath          |
| Misty Butler      | Diana Meredith        |
| Stacey Butler     | Maria Murphy          |
| Jamie Coker       | Elayna Nunley         |
| Pam Collins       | Christina Pattson     |
| Lara Comeaux      | Jeannette Suire       |
| Darrell Evans     | Jared Walker          |
| Jamie Evans       | Sissy L. Yeaman       |
| Danielle Franks   |                       |
| Tracie Gibbs      |                       |
| Brandi Holt       |                       |

**NEDERLAND INDEPENDENT SCHOOL DISTRICT**

**Board of Trustees**

November 16, 2020

Date of Board Meeting

Initiated By

Dr. Stuart Kieschnick

Recommended By

Revised Interlocal Agreement between Nederland ISD and City of Nederland  
**(DISCUSSION AND/OR ACTION)**

Consider and adopt the Revised Interlocal Agreement between  
Nederland ISD and the City of Nederland.

**INTERLOCAL AGREEMENT BETWEEN THE CITY OF NEDERLAND AND  
NEDERLAND INDEPENDENT SCHOOL DISTRICT  
FOR DONATED FUNDS**

This Agreement is entered into by the following Parties: the City of Nederland, a municipality located in Jefferson County, Texas (“City”), and the Nederland Independent School District, a political subdivision and independent school district located in Jefferson County, Texas (“NISD” or “District”).

**RECITALS**

*This Agreement is for services, as identified in Section 5 (Scope of Services) under authority of Texas Government Code, Chapter 791. City has the authority under Chapter 791 to contract with other local governments for government functions and services. City is a “local government” as defined by Texas Government Code § 791.003(4)(A). The District is also a “local government” as defined by Texas Government Code § 791.003(4)(A).*

On March 13, 2020, the Jefferson County Judge declared a local state of disaster for a public health emergency in relation to COVID-19.

On March 13, 2020, the Governor of the State of Texas declared a state of disaster and the President of the United States declared a national emergency in relation to COVID-19. The Governor of Texas, on March 13, 2020, invoked Texas Government Code § 418.017 in his state-wide disaster declaration to “authorize the use of all available resources of state government and of political subdivisions that are reasonably necessary to cope with this disaster.”

On March 16, 2020, the Mayor of the City of Nederland declared a state of disaster in relation to COVID-19. Some local governments and residents have experienced extraordinary economic strain due to state and local regulations related to the COVID-19 pandemic.

Via Resolution No. 2020-25, the City finds that the expenditure of public funds in support of the operations of the District, especially in this time of a pandemic crises, accomplishes a valid public purpose of protecting the Jefferson County economy and the economic welfare of the residents of Jefferson County. The City desires to enter into an agreement with the District to support telework/remote learning for District employees through the donation of funds to NISD. The Parties desire to enter into this Agreement for this purpose.

**SECTION 1. TRANSACTIONAL REQUIREMENTS**

**1. TERM**

Although expenditures made on and after March 1, 2020 are reimbursable under this Agreement, the term begins on the day this Agreement is last executed by the Parties and continues until March 31, 2021 or until all services have been rendered, the funding under this Agreement is distributed and all audits and reviews of the expenditures of funding are completed by the City, unless terminated earlier under any provision of it.

**2. DEFINITIONS:**

- a. **Eligible COVID-19 Expenditures** means necessary expenditures incurred due to the public health emergency caused by the coronavirus pandemic, are necessary expenditures incurred due to the public health emergency with the coronavirus Disease 2019 (COVID-19).
- b. **Expense Documentation** means complete, accurate itemized invoices, receipts for services, goods, or benefits, and management fees, and other appropriate supporting documentation.
- c. **Proposed District Program** means the telework/distance learning project which includes the District's purchase of equipment to support District's teachers for telework/distance learning to facilitate remote student learning during the COVID-19 pandemic.
- d. **Public Information Act** means Texas Government Code, Chapter 552.
- e. **Records** means any invoices, receipts, and other appropriate supporting documentation, papers, reports, records, books, data, and other documents that are reasonably pertinent to the fulfillment of the requirements of this Agreement.

**3. REPRESENTATIONS AND WARRANTIES OF DISTRICT:**

- a. The District represents and warrants that the donated funds will be utilized for reimbursement of necessary expenditures incurred due to the public health emergency caused by the coronavirus pandemic, are necessary unanticipated expenditures, which were not budgeted and incurred due to the public health emergency with the coronavirus disease 2019 (COVID-19).
- b. The District represents and warrants that District does not intend to and will not use the donated funds being transferred to it to fill shortfalls in the District's revenue to cover expenditures that would not otherwise qualify as an eligible expenditure.

**4. DISTRICT'S SCOPE OF SERVICES AND OBLIGATIONS:**

- a. District must send requests for reimbursement with all necessary Expense Documentation to:
  - Christopher Duque,
  - City Manager
  - City of Nederland
  - P.O. Box 967
  - Nederland, Texas 77627
- b. District will submit all required documentation to show expenses and payment for the Proposed District Program to support District's teachers/ students for telework/distance learning:

<b>ITEM</b>	<b>COST</b>
100 Mobile Wi-Fi Hotspots	\$ 9,000
Service Costs thru 12/30/20	\$ 2,108
50 Apple iPads	\$19,000
50 Apple Chargers	\$ 1,750
100 Lenovo Winbooks	\$28,000
100 Lenovo Winbook Chargers	\$ 6,000
<b>TOTAL</b>	<b>\$65,858</b>

- c. District shall reimburse and return to the City within thirty days of notice by City any portion of the donated funds that the City deem was not used pursuant to the terms of this Agreement. The District shall document and justify that each expenditure was an eligible expenditure in compliance with the Agreement. The District shall allow inspection of all Expense Documentation and Records related to its expenditure of its donated funds under this Agreement upon reasonable request. Subject to court order or judgment, the District shall pay City’s reasonable and necessary awarded attorney’s fees and costs if City is required to undertake litigation against District to enforce the terms of this Agreement to the extent allowed by law.

**5. SUPERVISION OF DONATED FUNDS:**

- a. The City shall donate to the District in an aggregate amount up to \$65,858.00 for the Proposed District Program if the District:
- i. District provides supporting documentation to show expenses incurred for the Proposed District Program.
  - ii. District complies with the reporting requirements in this Agreement on a timely basis;
  - iii. District certifies that none of the amounts submitted for reimbursement were: included in District’s budget approved before August 25, 2020 or used directly or indirectly (such as assistance with payment of ad valorem taxes) to replace District’s revenue lost as a result of the COVID-19 disaster.

**6. REPORTING REQUIREMENTS AND ACCOUNTABILITY:**

- a. Required Documentation. District must submit complete, accurate Expense Documentation as required by the City, following the completion of the services or activity and disbursement of the funds related to them. Specifically, District shall itemize the Expense Documentation. Within the Expense Documentation, District must include invoices from subcontractors and suppliers, if any.
- b. Maintenance and Retention of Records. District shall keep and maintain its Records that are reasonably pertinent to the fulfillment of the requirements of this Agreement in standard accounting form.
- c. Access to Records and Audit. District grants City and any of its duly authorized representatives the right to timely and unrestricted access to any District Records that are pertinent to the fulfillment of the requirements of this Agreement, to perform audits,

examinations, excerpts, transcripts, and to substantiate the provision of services under this Agreement. District shall furnish all Records to authorized City personnel, at reasonable times and within reasonable periods. This right also includes the right to timely and reasonable access to District's personnel for the purpose of reviewing, interviewing, evaluating, monitoring and making copies of Records related to these audits and examinations.

d. Requirement to Address Audit Findings.

- i. If any audit, monitoring, investigations, review of awards, or other compliance review reveals any discrepancies, inadequacies, or deficiencies which are necessary to correct in order to maintain compliance with this Interlocal Agreement, applicable laws, regulations, or the District's obligations hereunder, District agrees to propose and submit to City a corrective action plan to correct such discrepancies or inadequacies within thirty calendar days after the District's receipt of the findings. District's corrective action plan is subject to the approval by the City. District understands and agrees that District must make every effort to address and resolve all outstanding issues, findings, or actions identified by the City through the corrective action plan or any other corrective plan. District agrees to complete any corrective action approved by City within the time period specified by City and to the satisfaction of City, at the sole cost of District. District shall provide to City periodic status reports regarding District's resolution of any audit, corrective action plan, or other compliance activity for which District is responsible.

**7. CONFIDENTIALITY:**

- a. Public Information Act. The Parties acknowledge that City and District are subject to the Texas Public Information Act. Despite any other provision, the Parties agree that if any provision of this Agreement, or other documents related to this Agreement, including any exhibit, attachment, amendment, addendum, or other incorporated document, is in conflict with the Public Information Act, that provision shall not have any force or effect. The Party that receives a Public Information Act request for documents related to this Agreement or any program undertaken pursuant to this Agreement shall handle that request.

**8. GENERAL FISCAL TERMS AND CONDITIONS:**

- a. Not to Exceed Amount. District understands and agrees that the maximum total amount reimbursable for the services and funds distributed through approved Proposed District Program under this Agreement shall not exceed the Amount as determined by Section 6.a, unless a written amendment is approved by the City and is executed by the Parties. City shall not pay for any services nor distribute any funds that would cause the amounts paid under this Agreement to exceed the Not to Exceed Amount.
- b. Prevention of Fraud and Abuse. District shall establish, maintain and use internal management procedures sufficient to provide for the proper, effective management of

all activities funded under this Agreement. District shall report any known or suspected incident of fraud or program abuse involving District/s employees or agents immediately to the City in writing. City and District agree that every person who, as part of their employment, receives, disburses, handles or has access to funds reimbursed pursuant to this Agreement does not participate in accounting or operating functions that would permit them to conceal accounting records and the misuse of said funds.

#### **9. AMENDMENTS AND CHANGES IN THE LAW:**

- a. A modification, amendment, novation, renewal or other alteration of this Agreement shall not be effective unless mutually agreed upon in writing, approved by City and executed by the Parties.
- b. Any alteration, addition or deletion to this Agreement which is required by changes in federal law, federal guidance, or state law are automatically incorporated into this Agreement without written amendment to it and are effective on the date designated by that law or guidance.
- c. District may not assign its rights and duties under this Agreement. Any assignment attempted shall be null and void.

#### **10. REMEDIES FOR NON-COMPLIANCE AND TERMINATION:**

If City determines that District materially fails to comply with any term of this Interlocal Agreement, City, in its sole discretion may take actions including:

- Disallowing or denying use of funds for all or part of the cost of the activity or action not in compliance;
  - Wholly or partially suspending or terminating this Interlocal Agreement;
  - Requiring return or offset of previous reimbursements;
  - Reducing the grant award maximum liability of City;
  - Terminating this Interlocal Agreement;
  - Imposing a corrective action plan; or
  - Taking other remedies or appropriate actions.
- a. Upon the occurrence of an Event of Default, the non-defaulting party shall deliver written notice of said default, in accordance with the notice provisions contained in this Agreement, specifying the specific Events of Default and the action necessary to cure such defaults. The defaulting party shall have fourteen (14) calendar days after receipt of the written notice to cure such default. If the defaulting party fails to cure the default within such cure period, or take steps reasonably calculated to cure such default, the non-defaulting party shall have the right, without further notice, to terminate this Agreement.
  - b. Subject to section 11.a., at its option City may terminate this Agreement, in whole or part, with or without cause, by giving thirty (30) days prior written notice to District and District shall cease all performances and disbursement of donated funds under this Agreement

to the extent specified in the notice of termination and on the date specified in the notice or on the date of termination. Upon receipt of the notice, District shall not incur any new obligations or perform any additional services and shall cancel any outstanding obligations related to services or benefits to be provided. City's termination of this Agreement shall not subject City to liability for any reason.

**11. NOTICE:**

a. Method. Any notice to be given under this Agreement is deemed to have been given if given in writing and delivered in person or mailed by overnight or Registered Mail, postage pre- paid, to the party who is to receive the notice at the addresses stated in 12.b. Such notice is deemed to have been given three (3) Working Days after the date it was delivered or mailed.

b. Addresses for Notice.

**TO DISTRICT:**

Dr. Stuart Kieschnick  
Superintendent, Nederland ISD  
220 17<sup>th</sup> Street  
Nederland, Texas 77627

**TO CITY:**

Christopher Duque  
City Manager  
P. O. Box 967  
Nederland, Texas 77627

c. Change of Address. Each Party may change its address for notice by giving Notice of the new address.

**12. IMMUNITY:**

a. City Immunity. This Agreement is expressly made subject to City's Sovereign Immunity, Title 5 of the Texas Civil Practices and Remedies Code and all applicable federal and state law. The Parties expressly agree that no provision of this Agreement is in any way intended to constitute a waiver of any immunities from suit or from liability that the City has by operation of law.

b. District Immunity. This Agreement is expressly made subject to District's Sovereign Immunity, Title 5 of the Texas Civil Practices and Remedies Code and all applicable federal and state law. The Parties expressly agree that no provision of this Agreement is in any way intended to constitute a waiver of any immunities from suit or from liability that the District has by operation of law.

**13. MISCELLANEOUS**

a. District shall comply with all federal, state, and local statutes, ordinances, rules, regulations applicable to the performance of this Agreement. District is responsible for ensuring this compliance.

- b. This Agreement is binding upon City and District and their respective heirs, successors, executors, administrators and assigns.
- c. If any portion of this Agreement is ruled invalid or unenforceable by a court of competent jurisdiction, the remainder of the Agreement remains valid and enforceable.
- d. This Agreement is the entire agreement relating to the subject matter of it between the Parties and supersedes any other agreement about the subject matter of this transaction, whether oral or written, and except otherwise provided herein, this Agreement may not be modified. Each Party acknowledges that the other Party, or anyone acting on behalf of the other Party has not made any representations, inducements, promises or agreements, orally or otherwise, unless those representations, inducements, promises or agreements are stated in this Agreement, expressly or by incorporation.
- e. District, including its employees, agents and licensees, is an independent political subdivision and is not an agent, servant, joint venture or employee of City. District is responsible for its own acts, omissions, forbearance, negligence and deeds, and for those of its agents or employees in conjunction with the performance of services or disbursement of funds under this Agreement. District is specifically responsible for sufficient supervision and inspection to ensure compliance in every respect with the requirements of this Agreement. There shall be no contractual relationship between City and any subcontractor, agent, employee or supplier of District by virtue of this Agreement.

## **15. SIGNATURES AND EXHIBITS**

This Agreement may be executed in duplicate originals and is effective when executed by both Parties. The persons signing this Agreement for the Parties represent and warrant that they are officers of entity for which they have executed this Agreement and that they have full and complete authority to enter into this Agreement on behalf of their respective entity and that their executions are the acts of the Parties involved and have been delivered and constitute legal, valid and binding obligations of the respective Parties.

### **ACCEPTANCES**

By their signatures below, the duly authorized representatives of District and City accept the terms of this Agreement in full.

**CITY OF NEDERLAND**

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BY: Christopher Duque

City Manager

Date: \_\_\_\_\_

**NEDERLAND ISD**

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BY: Dr. Stuart Kieschnick

Superintendent, Nederland Independent School District

Date: \_\_\_\_\_

**Approved as to Form:**

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City Attorney  
City of Nederland

**Approved as to Form:**

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Oscar Treviño  
Walsh Gallegos Treviño Russo & Kyle P.C.  
Attorneys for Nederland ISD