

Neches Elementary 2022-2023

Campus Improvement Plan

2022-2023 School Year

Campus Improvement Plan
Neches Elementary 2022-2023

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Wilson, Amy	Principal	Neches Elementary	8-2023
Dickson, Kristin	Curriculum Director	Neches ISD	8-2023
Hudson, Sha-Ree	Counselor	Neches ISD	8-2023
McCarty, Amanda	Nurse	Neches ISD	8-2023
Brown, Patty	Teacher	Neches Elementary	8-2023
Morman, Jessica	Teacher	Neches Elementary	8-2023
Glasgow, Brandy	Teacher	Neches Elementary	8-2023
Miller, Jamie	Special Education Teacher	Neches Elementary	8-2023
Phillips, Shelbye	Teacher	Neches Elementary	8-2023
Owens, Kim	Teacher	Neches Elementary	8-2023
Couch, Bill	Community Representative	Neches ISD	8-2023
Dixon, David	Business Representative	Neches ISD	8-2023
Willmott, Shayla	Parent	Neches ISD	8-2023
	Parent	Neches Elementary	8-2023

Campus Improvement Plan
Neches Elementary 2022-2023

Names of People Responsible For Implementation

Name	Title	Campus / District
Hines, Cory	Superintendent	Neches ISD
Wilson, Amy	Principal	Neches Elementary
Batchelor, Lindsey	Assistant Principal	Neches Elementary
McCarty, Amanda	Nurse	Neches ISD
Hudson, Sha-Ree	Counselor	Neches ISD
Walsh, Regina	Library Aide	Neches Elementary
Cook, Trent	Homeless Liaison	Neches ISD
Luna, Sherry	Technology Director	Neches ISD
Batchelor, Lindsey	504 Coordinator	Neches ISD
Sparks, Jennifer	Dyslexia/GT Coordinator	Neches Elementary
Dickson, Kristin	Curriculum Director	Neches ISD
Morton, Kodi	Secretary	Neches Elementary
Fox, Madison	Prekindergarten Teacher	Neches Elementary
Terry, Caylee	Prekindergarten Aide	Neches Elementary
Pace, Rylee	Kindergarten Teacher	Neches Elementary
Goodwin, Cherri	1st Grade Teacher	Neches Elementary
Brown, Patty	2nd Grade Teacher	Neches Elementary
Brown, Sonya	2nd Grade Teacher	Neches Elementary
Phillips, Shelbye	3rd/4th Grade Teacher	Neches Elementary
Owens, Kimberly	3rd/4th Grade Teacher	Neches Elementary
Barker, Deanna	5th/6th Grade ELAR Teacher	Neches Elementary
Morman, Jessica	5th/6th Grade Math Teacher	Neches Elementary
Wilbanks, Ali	5th/6th Science Teacher	Neches Elementary
Jackson, Brent	5th/6th Social Studies Teacher	Neches Elementary

Names of People Responsible For Implementation

Name	Title	Campus / District
Glasgow, Brandy	Reading Interventionist	Neches Elementary
Lackey, Cheryl	Science Lab Teacher	Neches Elementary
Miller, Jamie	Special Education/Content Mastery Teacher	Neches Elementary
Stewart, Blake	Physical Education Teacher	Neches Elementary
Dickson, Garrett	Physical Education Teacher	Neches Elementary
Whitfield, Olivia	Art/Music Teacher	Neches Elementary
White, Lisa	Instructional Aide	Neches Elementary
Klein, Karen	Instructional Aide	Neches Elementary
Lester, Cassie	Instructional Aide	Neches Elementary

STAAR

Grade: **3rd-6th**

All Subjects

100%

	2021	2022	2023	2024	2025
All Students	82.00	88.00	92.00	96.00	100.00
African American	68.00	82.00	88.00	94.00	100.00
Economically Disadvantaged	78.00	84.00	89.33	94.67	100.00
Emergent Bilingual/English Learners	93.00	75.00	83.33	91.67	100.00
Hispanic	88.00	94.00	96.00	98.00	100.00
Special Education	68.00	55.00	70.00	85.00	100.00
Two or More Races	83.00	0.00	88.67	94.33	100.00
White	83.00	88.00	92.00	96.00	100.00

Grade: **3rd-6th**

STAAR ELA/Reading

100%

	2021	2022	2023	2024	2025
All Students	76.00	89.00	92.67	96.33	100.00
African American	64.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	71.00	86.00	90.67	95.33	100.00
Emergent Bilingual/English Learners	80.00	0.00	86.67	93.33	100.00
Hispanic	91.00	90.00	93.33	96.67	100.00
Special Education	63.00	58.00	72.00	86.00	100.00
Two or More Races	0.00	0.00	33.33	66.67	100.00
White	75.00	89.00	92.67	96.33	100.00

STAAR

Grade: **3rd-6th**

STAAR Mathematics

100%

	2021	2022	2023	2024	2025
All Students	88.00	93.00	95.33	97.67	100.00
African American	77.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	85.00	91.00	94.00	97.00	100.00
Emergent Bilingual/English Learners	100.00	0.00	100.00	100.00	100.00
Hispanic	91.00	100.00	100.00	100.00	100.00
Special Education	75.00	75.00	83.33	91.67	100.00
Two or More Races	0.00	0.00	33.33	66.67	100.00
White	91.00	93.00	95.33	97.67	100.00

Grade: **5th**

STAAR Science

100%

	2021	2022	2023	2024	2025
All Students	91.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	95.00	68.00	78.67	89.33	100.00
Hispanic	100.00	89.00	92.67	96.33	100.00
Special Education	0.00	0.00	33.33	66.67	100.00
White	92.00	85.00	90.00	95.00	100.00

About Neches Elementary

District Motto:

Our community of learners will produce tomorrow's community of leaders.

Mission Statement:

The Neches Independent School District, established and supported by the community, will provide an excellent, well-balanced education in a safe environment for all students.

Grade Span:

PK - 6

Enrollment:

170

Accountability Ratings:

2022 State Accountability Rating:

Overall Accountability Rating: A

- Student Achievement Rating: A
- School Progress Rating: B
- Academic Growth Rating: B
- Relative Performance Rating: B
- Closing the Gaps Rating: A

*** Distinction Designations:**

- Academic Achievement in Mathematics
- Academic Achievement in Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

The campus site-based committee reviews and analyzes data to determine the campus's strengths and needs as well as recommend strategies and activities to address the needs identified. The CNA was reviewed/revised on September 26, 2022.

Areas of Concern:

1. Demographics:

People Responsible – Superintendent
Data reviewed annually.

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Socioeconomic status
- * Special program participation

b. Summary of Strengths:

- * Attendance

c. Summary of Needs:

- * Increase parent involvement

d. Priorities:

- * Encourage attendance
- * Promote parent awareness of the importance of daily attendance

e. Actions:

- * Offer rewards and incentives
- * Principals will send letter on attendance to all parents and students

2. Student Achievement, Curriculum, Instruction, and Assessment:

People Responsible – Superintendent, Principal, and Assistant Principal
Data reviewed annually.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, STAAR tests, DMAC, TEKS Resource System
- * Completion rates – Promotion rates, Retention rates, Dropout rates
- * Instructional programs – Monitoring, evaluating, and modifying programs and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

*

c. Summary of Needs:

- * Increase reading skills
- * Improve STAAR scores
- * Improve History scores
- * Learning loss due to the COVID-19 pandemic

d. Priorities:

- * Utilize supplemental reading intervention programs
- * Provide additional supplemental assistance in core subject areas
- * Mitigate learning loss due to the COVID-19 pandemic

e. Actions:

- * Utilize Accelerated Reader Program
- * Implement I-station
- * Provide STAAR Tutorials/Enrichment
- * Provide evidence-based activities including Rtl, after school tutorials, and summer school

3. School Culture and Climate:

People Responsible – Superintendent and Principal

Data reviewed annually.

a. Data Sources Reviewed:

- * Average class size
- * School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals, Suspensions, Expulsion, Attendance, Tardiness
- * Student, teachers, parents, and community perceptions of the school through Surveys and Meetings

b. Summary of Strengths:

- * Provide a variety of learning opportunities to increase student success
- * Prekindergarten program is offered
- * Ensuring successful transition from PK to Elementary and Elementary to Junior High/High School
- * SHAC meetings
- * Safety and Security practices such as scheduled drills, weekly door sweeps, Emergency Operation Plan, and Guardian Program

c. Summary of Needs:

- * Additional remediation for at-risk students in core areas
- * Continue to provide ongoing principles and effective practices for school safety and security
- * Evaluate School Messenger usage
- * Improve communication methods and student safety

d. Priorities:

- * Remediation for at-risk students
- * Safe, secure, and orderly environment
- * Increase students' access to nurse to address the health needs of all students

e. Actions:

- * Teacher collaboration to talk about at-risk students and best practice strategies
- * Money allocation for tutorial program, reading and math pullout program, and at-risk instructional services
- * Review Emergency Response Plan (HACCP EOP) and Wellness Policy
- * Annual Safety inspections
- * Provide training on Bullying Recognition/Prevention, Dating Violence, Suicide Awareness, and School Defibrillator
- * Offer Campus Character Education Program, Abstinence Program, and Pregnancy Related Services
- * David's Law training and implementation
- * Purchase two-way radio systems, window coverings, and Raptor
- * Provide nursing services to address the health needs of all students

4. Staff Quality, Professional Development, Recruitment, and Retention

Person responsible – Superintendent, Principal, and Counselor

Data reviewed annually.

a. Data Sources Reviewed:

- * Highly qualified status – Number of staff specialists and counselors
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators – Number of administrators and experience
- * Recruitment and retention strategies

b. Summary of Strengths:

- * Coordination of staff development to fit the needs of the teachers and staff
- * Ongoing collaboration among campuses
- * Provide staff development in a variety of formats
- * Offer stipends
- * Curriculum Planning Days every 6 weeks

c. Summary of Needs:

- * Training in core subject areas and best practices
- * Training on the use of technology and available technological resources
- * Training on sheltered instruction, inclusion, and differentiation
- * Training on STAAR standards, STAAR data analysis, best practices, and alignment
- * Implement suicide awareness into staff development
- * Training on bullying, online safety, and dating violence
- * Retain fully certified staff and continue to employ existing staff

d. Priorities:

- * Core subject area training
- * Continue to obtain fully certified personnel

- * Mentor training
- * Child safety training
- * Suicide awareness training
- * Stop The Bleed training
- * Mental Health awareness training
- * School Safety
- * Retain fully certified staff and continue to employ existing staff

e. Actions:

- * Provide training in core subject areas in a variety of formats
- * Provide training to support special populations
- * Provide mentor training for teachers serving as mentors
- * Offer stipends and attend Paraprofessional Training
- * Provide child safety and suicide awareness training
- * Offer retention stipends

5. Parent and Community Involvement:

People responsible – Campus Administrator, Parent Liaison, and Counselor
Data reviewed monthly and bi-annually.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering and Open House
- * Involvement of parents and community in school decisions
- * Health services (SHAC)
- * District parent meetings
- * Involvement of parents at after school activities such as Math night, Literacy night, and Science night
- * Website

b. Summary of Strengths:

- * Little Dribblers basketball games
- * Newsletters (campus/classroom)
- * Monthly safety and health committee (SHAC) meetings
- * Variety of Parent Engagement activities such as PTO, social media, Tiger Tales, Thanksgiving, Grandparent Breakfast, Veterans Day, Fall Fest, Room Moms

c. Summary of Needs:

- * Parenting skills
- * Parent involvement
- * Parent knowledge of importance of education

d. Priorities:

- * Parent knowledge of importance of education
- * Parenting skills

e. Actions:

- * Teachers will develop web pages to increase parents awareness and communication

- * Awareness of state requirements and importance of education
- * Ascender Parent Portal

6. Technology:

People Responsible – Technology Director

Date reviewed annually.

a. Data Sources Reviewed:

- * Amount, quality and/or availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities
- * Website

b. Summary of Strengths:

- * Continuous technology training
- * Daily social media updates

c. Summary of Needs:

- * Training for teachers on the use of available technology resources
- * Continue to integrate technology into core courses
- * Provide prompt and adequate technological support and training
- * Additional educational technology in response to the COVID-19 pandemic

d. Priorities:

- * Training on programs and data sources (e.g., DMAC)
- * Website training
- * Additional educational technology in response to the COVID-19 pandemic

e. Actions:

- * Upgrade and maintain technology equipment in classrooms
- * Utilize teachers as campus technology specialist to assist in training new staff and other teachers
- * Schedule training on specified programs
- * Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

Facilities Review

Year facility opened:

- * New Elementary opened in 2009-2010

Level of occupancy:

- * 170 plus Staff

Facilities include:

- * Administration
- * 1 Gym
- * 1 PK class
- * 1 classroom per grade level for K - 1
- * 2 classrooms for grade 2
- * 2 3rd/4thclassrooms
- * 4 5th/6th classrooms
- * 1 Art/Music class
- * 1 Special Education classroom
- * 1 Resource classrooms
- * 3 Portable Buildings at Elementary:
 - * Technology
 - * Nurse
 - * PK
 - * Computer Lab
 - * Special Education Co-Op Building

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
 - c. Barriers for educators, students, and parents.

2. Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Use instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Provide enriched and accelerated curriculum.
 - e. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - f. Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct an annual evaluation the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))
 - a. Regular monitoring and revision as necessary based on student needs.
 - b. Ensure all students are provided opportunities to meet the State academic standards.

Federal Requirements - Schoolwide Program Elements

Neches Elementary School operates a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Neches Elementary School reviewed/revise the CNA on September 26, 2022.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Needs Assessment Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CIP).

* Neches Elementary School reviewed/revise the CIP on September 26, 2022. The Plan was reviewed by the following: Cory Hines, Superintendent; Amy Wilson and Trent Cook, Principals; Lindsey Batchelor, Assistant Principal; Kirstin Dickson, Curriculum Director; Sha-Ree Hudson, Counselor; Amanda McCarty, Nurse; Brandi Tiner, Business Manager; and Shayla Willmott, Parent. The CIP is available at the campus office, at the district office, and on the website. The CIP is distributed in English.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #5: Recruitment and Retention Initiatives Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct an annual Evaluation of Program Effectiveness (SWP EPE).

* Neches Elementary School evaluated/revise the schoolwide plan on September 26, 2022.

- Goal #2: Accelerated Instruction Strategy / Evaluation of Program Effectiveness Activity
- Goal #5: Evaluation of Professional Development Program Strategy
- Goal #6: Evaluation of Technology Program Strategy

Needs Assessment Summary

Neches Elementary received a State Accountability Rating of A from TEA in 2022. This rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The campus earned Distinction Designations for Academic Achievement in Mathematics and Social Studies, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps.

Student Strengths and Needs:

ELA/Reading: 89% of All Students met or exceeded the Approaches Grade Level standard on the STAAR ELA/Reading test. Percentages for other student groups ranged from 90% for Hispanic students to 58% for Special Education students.

Math: 93% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other student groups ranged from 100% for Hispanic students to 75% for Special Education students.

Science: Students in fifth grade took the STAAR Science test. 81% of All Students met or exceeded the Approaches Grade Level standard on the Science test. Percentages for other student groups ranged from 89% for White students to 60% for Economically Disadvantaged students.

Interventions:

Neches Elementary has several programs in place to address identified needs. Students who need additional support or have difficulty in core subject areas or passing the STAAR tests qualify to receive additional assistance through the following programs:

- * Prekindergarten Program for eligible students
- * RtI/Reading Intervention for grades PK - 6
- * Individualized Instruction for grades PK – 6
- * Tutorials after school for grades 1 - 6
- * Tiger Time Tutorials (HB 4545) for grades 3 - 6
- * Summer School for grades 1 - 6

Goal: 1 **Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP CIP) - Neches ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy is reviewed by the Campus Committee Members. The Policy is available at the campus office, on the website, and at PTO meetings.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff, Parents, and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/23: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The Policy is distributed in English.</p> <p>Stakeholders are notified through the Neches ISD Website, marquee postings, Tiger Times, social media, and folders/letters from the district and campus in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come, and a Public Notice will be posted. Parent and Family Engagement Meetings are held the third Monday of each month after school.</p>						

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP CIP) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/23: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Teachers	Documents :Teacher Records - - 12/22: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documents :Campus Records - - 05/23: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent and Community Support Organizations - Neches Elementary School has various activities and programs available to help parents become involved with their children's education. These include:</p> <ul style="list-style-type: none"> * Campus level orientations to cover policies and procedures * PTO meetings * Open House/Meet the Teacher * Meet the Tiger Night * Bring your parent to lunch day * Bring your grandparent to breakfast day * Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, Room Moms, participating in Teacher Appreciation Week activities, and Red Ribbon Week activities. * Inviting parents/grandparents to read or speak to classes * Student performances such as Christmas Program, etc. * Award Assemblies * Veterans Day * Fall Fest * Parent Trainings to reinforce the importance of parent involvement 	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff and Volunteers	Documents :Parent Involvement Records - - 12/22: Increase in the participation of parents and community members in the educational system of Neches Elementary.	Parents as full partners in the education of Neches Elementary students.	Documents :Parent Involvement Records - - 05/23: Increase in the participation of parents and community members in the educational system of Neches Elementary.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Building Capacity for Involvement - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/23: Parent involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (SWP CIP) [TEC §4.001(b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC) - As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]</p> <p>The SBDMC is made up of members of the Neches Elementary staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for one-year terms. The SBDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Neches Elementary. [TEC 11.251(b)]</p> <p>Each school year, the principal, with the assistance of the SBDMC, will review and revise the Campus Improvement Plan (CIP) to improve student performance for all student populations [TEC 11.253(c)]. The SBDMC reviewed/ revised the CIP on September 26, 2022. The CIP will be available at the campus office, at the district office, and on the website. The CIP will be distributed in English.</p> <p>The SBDMC will play an integral role in the planning, development, and evaluation of the educational system of Neches Elementary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Neches Elementary.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Committee Members	<p>Documents :Agenda Minutes, Sign-in Sheets - 08/22: SBDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.</p> <p>Documents :Agenda Minutes, Sign-in Sheets - 12/22: SBDMC agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Neches Elementary.</p> <p>Neches Elementary School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records - 01/23: A current CIP has been approved by the Neches ISD Board of Trustees.</p> <p>Documents :School Records - 05/23: Neches Elementary School will receive the State Accountability Rating of A.</p>

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC will meet periodically to review the campus curriculum, instruction, and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	5/2022 - 8/2022	Superintendent - Cory Hines Principal - Amy Wilson	Local Funds - Time Contribution of Committee Members		The campus performance objectives will support the needs of Neches Elementary.	Documents :Agenda Minutes, Sign-in Sheets - 08/22: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Neches Elementary School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will be administered to students in Reading (grades 3 – 6), Math (grades 3 – 6), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2023 - 5/2023	Principal - Amy Wilson Counselor - Sha-Ree Hudson	Local Funds - Testing Resources	Informal Assessment :Classroom Assessments - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/23: 93% of all students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 2 **Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction, and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program.</p> <p>A variety of learning opportunities are provided to increase student success among identified 504, Dyslexia, Special Education, ESL, White, Economically Disadvantaged, and At-Risk students. These learning opportunities include Inclusion, Tutorials, Intervention programs, and RtI programs.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessments - Students in grades K – 6 are given assessments at the beginning of the year to determine their performance level. Students in grades K – 2 will be administered the TPRI. Students in grades K – 6 will be administered I-station. Students in grades 1 – 6 will be administered the Renaissance Learning Star Reading. Throughout the year, Benchmark assessments given twice a year, classroom assessments given weekly, and STAR Reading given every 6 weeks are administered to evaluate the student's progress. Assessment data is disaggregated and analyzed to identify difficulties and create individual plans to improve student performance. Staff will be provided training on best practices and scientifically researched based interventions for students.	8/2022 - 5/2023	Principal - Amy Wilson Counselor - Sha-Ree Hudson	Local Funds - Testing Resources	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of all students in grades PK – 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Neches Elementary 2022-2023

Goal: 2 **Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)]</p> <p>Neches Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines and vertically aligned with Head Start.</p>	<p>8/2022 - 5/2023</p>	<p>Prekindergarten Teacher - Madison Fox</p>	<p>State - Early Education Allotment - Early Education Allotment \$30,800.00</p> <p>Federal - Title I, Part A - Time Contributions of PK Staff FTE: 1.50 \$44,919.27</p>	<p>Informal Assessment :Classroom Assessments - 12/22: 80% of all students performing at mastery level of appropriate developmental skills, as indicated by teacher records.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/23: The percentage on the EOY Istation and Circle Tests will increase to 90% for PK students.</p>

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Neches Elementary 2022-2023

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Neches Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and team teaching.</p> <p>The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2022 - 5/2023</p>	<p>Prekindergarten Teacher - Madison Fox</p>	<p>Coordinated Funds - Time Contributions of PK Staff FTE: 2.00</p>	<p>Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Students with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - - 05/23: The percentage on the EOY Istation and Circle Tests will increase to 90% for PK students.</p>

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Neches Elementary 2022-2023

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP, EPE) - Neches Elementary uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2021 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Federal - Title I, Part A - Supplemental Instructional Resources \$299.00</p> <p>Federal - Title II, Part A - Supplemental Instructional Resources \$3,049.00</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$500.00</p>		<p>Increased student achievement.</p>	<p>Documents :School Records - 05/23: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Tutorial Program - Tutorial assistance will be provided to assist students in grades 1 - 6 with subject mastery in English Language Arts and Reading, Math, Science, or Social Studies to mitigate learning loss due to the COVID-19 pandemic. Students will receive assistance after school in an Extended Day Intervention Program for 30 to 60 minutes.	8/2022 - 5/2023	Principal - Amy Wilson	Federal - ESSER III - Extra Duty Pay for Tutorial Teachers \$11,325.00 Federal - ESSER III - Tutorial Resources \$3,537.67	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of all students in grades 1 - 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: Summer School Program - Summer School will be provided for 10 days to students in grades 1 – 6 to mitigate learning loss due to the COVID-19 pandemic.	June 2023	Principal - Amy Wilson	Federal - ESSER III - Extra Duty Pay for Summer School Teachers \$5,096.25 Federal - ESSER III - Summer School Resources \$1,352.67		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/23: Students in grade 1 - 6 will be promoted to the next grade.
Activity: Evaluation of Program Effectiveness (SWP EPE) - Neches Elementary will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Neches Elementary will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	May 2023	Principal - Amy Wilson	Local Funds - Time Contributions of Faculty and Staff		Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Neches Elementary 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Special Education Program - Special Education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA). Neches ISD will provide services for students with disabilities through a Shared Service Arrangement (SSA) with the Anderson County Special Education Co-Op.	8/2022 - 5/2023	Principal - Amy Wilson	State - Special Education Block Grant - Special Education Allotment Federal - IDEA-B Preschool - Anderson County Co-Op \$8,564.00	Informal Assessment :Classroom Assessments - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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Neches Elementary 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day timeline. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language, or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	State - State and Local Funds - Assessment Resources		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documents :School Records - - 05/23: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Campus Improvement Plan
Neches Elementary 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Modifications - Neches Elementary provides a range of educational programs and different instructional arrangements for students with disabilities. Alternative preparation classes are provided with the classes scheduled during the day. The appropriate instructional setting will be determined for each student by ARD committees. Assistive technology is provided to students as appropriate. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 3 - 6 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR (with approved or allowable accommodations). b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services.	8/2022 - 5/2023	Principal - Amy Wilson	State - State and Local Funds - Time Contributions of Special Education Staff State - State and Local Funds - Special Education Resources	Informal Assessment :Classroom Assessments - - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Campus Improvement Plan
Neches Elementary 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Speech Therapy and Occupational Therapy.	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	State - State and Local Funds - Related Services		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documents :Student Records - - 05/23: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Strategy: English as a Second Language (ESL) Education Program - Neches ISD offers an English as a Second Language (ESL) Program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EB/EL to participate equitably in school. Neches ISD is in a shared service arrangement (SSA) with Region VII.	8/2022 - 5/2023	Principal - Amy Wilson	Federal - Title III, Part A - ELA - Region VII SSA State - Bilingual Education Block Grant - Bilingual Education Allotment	See Activities below.	Students exiting EB/EL designation by LPAC.	See Activities below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Emergent Bilingual (EB)/English Learners (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 6. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EB/EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention. (TEC 29.063)	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	State - State and Local Funds - Assessment Instruments and Testing Materials		Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Documents :Counselor Records - - 05/23: 100% of the students identified as EB/EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modifications for EB/EL - Students are served in an ESL Program as dictated by TEC Sections 29.053 and 29.063.</p> <p>The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Students will receive assistance to help maintain or remediate previously taught math and/or reading skills.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Amy Wilson</p>	<p>State - State and Local Funds - Time Contributions of ESL Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/22: 80% of students passing formal and informal assessment instruments.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of EB/EL in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(j)). Reclassification criteria are applicable to students in grades 1 – 6 who are identified as Bilingual, ESL, or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a Bilingual or ESL program, a student may be reclassified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency Assessment: Grades 1 – 6: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 1, 2: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 – 6: Meet passing standard on the STAAR Reading (English) test. * Results of a subjective teacher evaluation using the state's standardized rubric.	8/2022 - 5/2023	Principal - Amy Wilson Counselor - Sha-Ree Hudson	State - State and Local Funds - Time Contributions of Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/22: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 86% of EB/EL in grades 3 - 6 will pass the appropriate grade-level STAAR ELA/Reading tests in English and/or Spanish.

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Goal: 2 **Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Migrant Program - Neches ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Currently, there are no Migrant students in Neches ISD.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Amy Wilson</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/22: 80% of Migrant students passing formal and informal assessment instruments.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/23: 93% of Migrant students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modifications for Dyslexia - Neches Elementary uses the Scottish Rite and Multisensory Teaching Approach (MTA) to provide a comprehension intervention program to students who are identified as having dyslexia. The curriculum is designed for use by Dyslexia Therapists with children 7 years and older who have developmental dyslexia. The purpose is to enable students with dyslexia to achieve and maintain better word recognition, reading fluency, reading comprehension, and aid in the transition from a therapy setting to 'real world' learning.</p> <p>Students participate in small group instruction for a minimum of 45 minutes per day, five days each week. Alternatively, the lessons can be taught for 60 minutes each day for four days a week.</p> <p>Istation will be used for monthly progress monitoring. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p>	8/2022 - 5/2023	Dyslexia/GT Coordinator - Jennifer Sparks	State - State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students with dyslexia in grades 3 – 6 will pass the appropriate grade-level and subject-area STAAR tests.</p>

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<p>Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions; and providing notebooks for organization, lighting accommodations, or non-verbal behavior cues (cue cards).</p> <p>Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.</p>	8/2022 - 5/2023	Counselor - Sha-Ree Hudson 504 Coordinator - Lindsey Batchelor	Local Funds - Time Contributions of Staff		504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Documents :Counselor Records - 05/23: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Neches ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2022 - 5/2023	Dyslexia/GT Coordinator - Jennifer Sparks	State - Gifted and Talented Block Grant - G/T Allotment	Documents :Counselor Records - 12/22: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: GT Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Assessment instruments include: * Portfolios for grades 1 - 5 * Teacher Recommendation for grades 1 – 5 * Parent Nomination for grades 1 – 5 * SAGES – 2 Screening Assessment for Gifted High School Students K - 3; 4 - 5 * Naglieri Nonverbal Ability Test (NNAT)for grades K – 6 * Scales for Identifying Gifted Students (SIGS) for grades K – 6 Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2022 - 5/2023	Dyslexia/GT Coordinator - Jennifer Sparks Counselor - Sha-Ree Hudson	State - State and Local Funds - Assessment Instruments		G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Student Records - - 05/23: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for G/T Students - Students are provided with a challenging differentiated curriculum to reinforce skills needed for advanced performance on the STAAR tests. The G/T Program for grades K - 6 is designed to challenge students and to help students fulfill their potential. There is an array of learning opportunities that emphasizes content in the four core academic areas and is commensurate with the abilities of G/T students. Activities include a Mock Election, Invention Convention, Destination Imagination activities, Science Fair, and essay writing contest. Robotics teams will be preparing for the spring Robotic competition.	8/2022 - 5/2023	Dyslexia/GT Coordinator - Jennifer Sparks	State - State and Local Funds - Time Contributions of G/T Teacher	Documents :Teacher Records - - 12/22: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Neches ISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Ancillary Staff	Documents :Campus Records - 12/22: 80% of students referred for Ancillary Services will have been served as indicated in campus records.	All students are provided an equitable education, with Ancillary Services available to "help level the playing field".	Informal Assessment :Classroom Assessments - 05/23: 90% of all students in grades K – 2 will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.

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<p>Goal: 2 Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Counseling Services - The School Counselor provides the following services:</p> <ul style="list-style-type: none"> * 1:1 and small group counseling sessions, * Focused informal groups – behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning. 	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor	<p>Documents :Counselor Records - - 12/22: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	The Counseling and Guidance program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.	<p>Informal Assessment :Classroom Assessments - - 05/23: 90% of all students will pass EOY benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Library Services - A Library-Media Services program is available to support curricular needs and enhance learning. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to all students, * Computers with internet access, * Accelerated Reader Program, * Small reading groups to mitigate learning loss due to the COVID-19 pandemic, and * Tech Support. 	8/2022 - 5/2023	Principal - Amy Wilson Library Aide - Regina Walsh	Federal - ESSER III - Time Contributions of Library Aide FTE: 0.80 <div style="text-align: right;">\$18,381.98</div> Local Funds - Reading Materials	<p>Documents :School Records - - 12/22: All Neches Elementary School students have access to the Neches library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities.</p>	The Neches ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	<p>Documents :School Records - - 05/23: An increase of 25% or more in the circulation of library materials.</p>

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Goal: 2 **Neches Elementary School students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Neches ISD will be in compliance with federal Homeless regulations.</p>	<p>8/2022 - 5/2023</p>	<p>Homeless Liaison - Trent Cook</p>	<p>Federal - Title I, Part A - Homeless Resources</p> <p style="text-align: right;">\$100.00</p>	<p>Documents :Agendas, Meeting Notes - - 12/22: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p>	<p>Increased student achievement.</p>	<p>Documents :Campus Records - - 05/23: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Promote parent awareness of the importance of maintaining daily attendance by providing students and parents with information regarding the state and district policies on truancy and compulsory attendance. Campus procedures to increase attendance will include:</p> <ul style="list-style-type: none"> * Continue attendance improvement programs at each campus by offering certificates, award assemblies, and drawings; * Conduct conferences, phone calls, home visits, emails, and Saturday School; * Contact with parents on the 2nd consecutive absence; * Principal warning letter after 3rd unexcused or 10th excused absence; * Work cooperatively with the Justice of the Peace to address compulsory attendance requirements; * Review and update legal and local policies concerning attendance; * Encourage attendance by providing alternative setting in DAEP for students who violate the Student Code of Conduct. <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year and accurate absentee records are maintained through TEXEIS attendance software.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff	<p>Documents :Parent Contact Logs - 08/22: Parent Contact logs show that parents have been provided attendance information.</p> <p>Documents :Parent Contact Logs - 12/22: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Neches Elementary School will encourage increased student attendance.	<p>Documents :Attendance Records - 05/23: Attendance Records reflect an attendance rate at 97% or above.</p> <p>Documents :Parent Contact Logs - 05/23: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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Neches Elementary 2022-2023

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Neches ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Counseling will be provided to at-risk students who are failing or show signs of dropping out of school. Teachers, aides and volunteers will be utilized to supplement instruction with tutorials, re-teaching, and assistance in and out of the regular classroom setting.	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/22: Attendance Records reflect an attendance rate at 97% or above.	Student dropout rate of 0%.	Documents :School Records - 05/23: 90% of students will be promoted to the next grade level.
Strategy: Extracurricular Activities - Neches Elementary School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure students develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - 05/23: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services. * Career: Need for positive work habits, career awareness and investigations of opportunities. College preparatory courses and concurrent enrollment opportunities will be offered. Students will be counseled to encourage enrollment in advanced and honor courses; and * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education admissions and financial	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor		Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documents :Lesson Plans - 05/23: Lesson plans will detail activities that will provide information about career opportunities.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
aid. 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.						

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Needs Assessment (SWP CNA) - Annual needs assessment results indicate a need for: * Staff development to meet state requirements for Confidentiality, Science Safety updates, Blood Borne Pathogens, Dating Violence, CPS, Bullying, Sexual Harassment, and David's Law * Paraprofessional Institute * Update training for all staff on district procedures for supporting students who are EB/EL, SPED, G/T, At-Risk, Title I, or have Dyslexia * Training provided as needed on areas such as updates on DMAC components, CPR training and updates for staff, training on working with parents as equal partners, CPI/TBSI training and updates, and STEM training * Child Safety Training in areas such as online safety and food allergies * Mentor training * Suicide Awareness training for staff	September 2022	Superintendent - Cory Hines Principal - Amy Wilson Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of faculty.	Documents :Agendas, Meeting Notes - 09/22: A PD Program will have been designed to have met the needs of the Neches Elementary faculty.

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Neches Elementary 2022-2023

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program (SWP CIP) - Through the SBDMC, teachers, parents, and community members participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; and * will be tied to the TEKS and STAAR. Staff development opportunities will be provided for all staff members in a variety of methods including video conferencing, online training, local in-service days, cooperating with local districts and through training offered by the regional service centers.	8/2022 - 5/2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff and Committee Members	Documents :Professional Development Records - 08/22: A PD Program will have been designed to have met the needs of the Neches Elementary faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documents :Professional Development Records - 04/23: The Principal and the SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.
Strategy: Evaluation of Professional Development Program (SWP EPE) - The Neches Elementary School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement.	May 2023	Principal - Amy Wilson	Local Funds - Time Contributions of Staff		Increase in student performance as professional development activities focus on needs of students and faculty.	Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - 05/23: 93% of students in grades 3 – 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The SBDMC, including parents and community members will be involved in the process of developing recruitment and retention initiatives and strategies. Employment openings will be posted on the TASA net and district website. All applicants are screened prior to the interview process, and will have at least a bachelor's degree, full state certification and demonstrate competency in the core academic subject area assigned. Recruiting activities will ensure that Neches Elementary School has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Neches Elementary School ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>In response to the COVID-19 pandemic, Neches Elementary will provide all staff with retention stipends to retain fully certified staff and continue to employ existing staff.</p>	8/2022 - 5/2023	Principal - Amy Wilson	Federal - Title I, Part A - Retention Stipends <p style="text-align: right;">\$30,435.01</p> Federal - Title II, Part A - Retention Stipends <p style="text-align: right;">\$2,536.25</p> Federal - ESSER III - Retention Stipends <p style="text-align: right;">\$30,435.00</p>		100% Fully Certified Faculty.	Documents :HR Records - 05/23: Neches Elementary School finishes the school year with 100% Fully Certified Faculty.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Neches Elementary School reviews the following areas: - the amount, quality and availability of equipment, - extent to which teachers integrate technology into instruction, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology, and - technology professional development opportunities. Priority needs in technology include the need to train teachers on the use of available technology resources including the website, provide prompt and adequate technological support and training, and provide remote learning in response to COVID-19. The district will address these needs in different ways: * Upgrade and maintain technology equipment in classrooms. * Utilize teachers as campus technology specialist to assist in training new staff and other teachers. * Schedule training on specified programs. * Purchase educational technology to facilitate remote learning.	September 2022	Superintendent - Cory Hines Principal - Amy Wilson Technology Director - Sherry Luna	Local Funds - Time Contributions of Staff		The educational system of Neches Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents, and community members.	Documents :Agendas, Meeting Notes - 09/22: A technology CNA has been conducted and the results have been made available to the appropriate staff.

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum (SWP CIP) - Neches Elementary School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. A technology plan will be maintained to monitor, evaluate, and revise as necessary to meet the needs of the campus and district. Activities include: 1) Using instructional software programs to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. Wireless connectivity is available at each campus to enable students and teachers accessibility to technology. The Distance Learning lab will be utilized for staff development, college courses, dual credit courses, virtual field trips, online presentations and instruction. Robotics and technology based lessons will also be offered. 2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. New staff will receive training on using DMAC to assess student's performance. The district will continue the use of networked email system and website to communicate with district employees, parents, students and the community. 3) Continuous training on integrating technology in the classroom and using technology to assist in classroom administration will be provided. New staff will receive training on equipment such as smart	8/2022 - 5/2023	Technology Director - Sherry Luna	State - State Compensatory Education (SCE) - Renaissance Site License Renewal <p style="text-align: right;">\$3,000.00</p> Federal - ESSER II - Districtwide Educational Technology <p style="text-align: right;">\$1,478.00</p>	Documents :Lesson Plans - 12/22: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	An educational system that is strengthened by utilizing technology as an integral component.	Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK – 2 will be promoted to the next grade level. Criterion-Referenced Test :STAAR Tests - 05/23: 93% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 7 **Neches Elementary School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

<p>Goal: 7 Neches Elementary School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy. 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care. 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being. 4. Counseling services designed to improve the mental, emotional and social health of students. 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities. 6. School, parent and community involvement in the health and well-being of students. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 	8/2022 - 5/2023	Principal - Amy Wilson Nurse - Amanda McCarty	Local Funds - Time Contributions of Nurse	Documents :Discipline Records - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

<p>Goal: 7 Neches Elementary School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development.</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Neches Elementary students is of utmost importance, and the campus seeks to ensure student safety through compliance with Federal, State, and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>A comprehensive guide will be provided to students and parents outlining the district's discipline management policies.</p> <p>In an effort to promote "Safe Schools," Neches Elementary School will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Visitor check-in and Visitor passes * Scheduled drills * Weekly door sweeps * Annual Safety inspections and presentations * Evaluate the use of surveillance cameras at all gates and entry ways * Security Systems and Cameras * Two-Way Radio Systems * Annual notification and training on the school defibrillator * Character Education Program * Training on blood borne pathogens and annual CPR/AED training * Guardian Program 	8/2022 - 5/2023	Principal - Amy Wilson Assistant Principal - Lindsey Batchelor	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>State - School Safety Allotment - Districtwide School Safety Allotment</p> <p style="text-align: right;">\$3,033.00</p>	<p>Documents :Discipline Records - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Discipline Records - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 7 **Neches Elementary School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]**

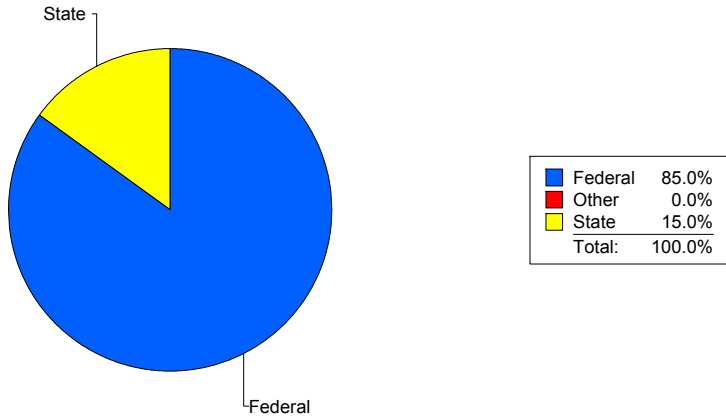
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Neches ISD recruits parents, community members, and business representatives to assist in the design, development, implementation, and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>Specific activities will be planned to raise awareness of the dangers of drugs and violence. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Student Assemblies on bullying, drug prevention, health, and safety * Dating Violence Policy (see Board Policy FFH-Local) * Wellness Policy 	<p>8/2022 - 5/2023</p>	<p>Principal - Amy Wilson Assistant Principal - Lindsey Batchelor Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documents :Discipline Records - - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Discipline Records - - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to increased awareness of the dangers of drugs and violence.</p>

Campus Improvement Plan
Neches Elementary 2022-2023

Goal: 7 Neches Elementary School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2022 - 5/2023	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor	Documents :Counselor Records - 12/22: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counselor Records - 05/23: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



Campus Improvement Plan
Neches Elementary 2022-2023

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
ESSER II		
Districtwide Educational Technology	0.00	\$1478.00
Time Contributions of Rtl Teacher	1.00	\$56533.50
ESSER III		
Time Contributions of Aide	1.00	\$23187.04
Extra Duty Pay for Tutorial Teachers	0.00	\$11325.00
Tutorial Resources	0.00	\$3537.67
Extra Duty Pay for Summer School Teachers	0.00	\$5096.25
Summer School Resources	0.00	\$1352.67
Time Contributions of Library Aide	0.80	\$18381.98
Retention Stipends	0.00	\$30435.00
IDEA-B Preschool		
Anderson County Co-Op	0.00	\$8564.00

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Campus Improvement Plan
Neches Elementary 2022-2023

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Supplemental Instructional Resources	0.00	\$299.00
Retention Stipends	0.00	\$30435.01
Homeless Resources	0.00	\$100.00
Time Contributions of PK Staff	1.50	\$44919.27
 Title II, Part A		
Retention Stipends	0.00	\$2536.25
Supplemental Instructional Resources	0.00	\$3049.00
 Title III, Part A - ELA		
Region VII SSA	0.00	\$0.00
		\$241,229.64
 Other		
	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of PK Staff	2.00	\$0.00
 Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff and Volunteers	0.00	\$0.00
Testing Resources	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Reading Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00

Campus Improvement Plan
Neches Elementary 2022-2023

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Testing Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acetable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Nurse	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State	<u>FTE</u>	<u>DollarValue</u>

Campus Improvement Plan
Neches Elementary 2022-2023

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$0.00
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$0.00
Early Education Allotment		
Early Education Allotment	0.00	\$30800.00
Gifted and Talented Block Grant		
G/T Allotment	0.00	\$0.00
School Safety Allotment		
Districtwide School Safety Allotment	0.00	\$3033.00
Special Education Block Grant		
Special Education Allotment	0.00	\$0.00
State and Local Funds		
Assessment Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Special Education Resources	0.00	\$0.00
Related Services	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Teacher	0.00	\$0.00

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Campus Improvement Plan
Neches Elementary 2022-2023

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Istation Site License Renewal	0.00	\$5300.00
Renaissance Site License Renewal	0.00	\$3000.00
Supplemental Instructional Resources	0.00	\$500.00
		<hr/>
		\$42,633.00
		<hr/>
	Grand Total:	\$283,862.64

2021-22 Texas Academic Performance Report (TAPR)

District Name: NECHES ISD

Campus Name: NECHES EL

Campus Number: 001906102

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	90%	90%	*	*	88%	-	-	-	-	*	-	100%	80%	91%	-
	2021	67%	83%	83%	*	*	81%	-	-	-	-	*	*	92%	70%	70%	-
At Meets Grade Level or Above	2022	51%	65%	65%	*	*	65%	-	-	-	-	*	-	60%	70%	45%	-
	2021	39%	61%	61%	*	*	63%	-	-	-	-	*	*	69%	50%	50%	-
At Masters Grade Level	2022	30%	30%	30%	*	*	35%	-	-	-	-	*	-	50%	10%	9%	-
	2021	19%	35%	35%	*	*	38%	-	-	-	-	*	*	38%	30%	20%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	90%	90%	*	*	94%	-	-	-	-	*	-	90%	90%	91%	-
	2021	62%	83%	83%	*	*	94%	-	-	-	-	*	*	93%	70%	64%	-
At Meets Grade Level or Above	2022	43%	65%	65%	*	*	65%	-	-	-	-	*	-	50%	80%	55%	-
	2021	31%	33%	33%	*	*	29%	-	-	-	-	*	*	29%	40%	27%	-
At Masters Grade Level	2022	21%	30%	30%	*	*	35%	-	-	-	-	*	-	30%	30%	18%	-
	2021	14%	8%	8%	*	*	6%	-	-	-	-	*	*	0%	20%	0%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	100%	100%	*	*	100%	-	-	-	-	*	*	100%	100%	100%	-
	2021	63%	58%	58%	60%	80%	58%	*	*	-	-	*	-	56%	67%	64%	-
At Meets Grade Level or Above	2022	54%	76%	76%	*	*	79%	-	-	-	-	*	*	85%	67%	50%	-
	2021	36%	33%	33%	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
At Masters Grade Level	2022	28%	28%	28%	*	*	26%	-	-	-	-	*	*	31%	25%	10%	-
	2021	17%	13%	13%	20%	20%	8%	*	*	-	-	*	-	17%	0%	21%	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	92%	92%	*	*	89%	-	-	-	-	*	*	100%	83%	90%	-
	2021	59%	71%	71%	80%	80%	67%	*	*	-	-	*	-	67%	83%	79%	-
At Meets Grade Level or Above	2022	43%	64%	64%	*	*	63%	-	-	-	-	*	*	62%	67%	50%	-
	2021	36%	50%	50%	40%	80%	50%	*	*	-	-	*	-	50%	50%	64%	-
At Masters Grade Level	2022	23%	16%	16%	*	*	16%	-	-	-	-	*	*	15%	17%	10%	-
	2021	21%	17%	17%	20%	40%	8%	*	*	-	-	*	-	17%	17%	14%	-
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	95%	95%	*	100%	100%	*	*	-	-	*	-	94%	*	90%	-
	2021	73%	65%	65%	*	*	67%	-	-	-	*	*	*	62%	70%	67%	*
At Meets Grade Level or Above	2022	58%	81%	81%	*	83%	78%	*	*	-	-	*	-	83%	*	70%	-
	2021	46%	43%	43%	*	*	44%	-	-	-	*	*	*	54%	30%	33%	*
At Masters Grade Level	2022	36%	48%	48%	*	50%	44%	*	*	-	-	*	-	50%	*	50%	-
	2021	30%	35%	35%	*	*	39%	-	-	-	*	*	*	38%	30%	22%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	90%	90%	*	100%	89%	*	*	-	-	*	-	89%	*	90%	-
	2021	70%	86%	86%	*	*	89%	-	-	-	*	*	*	92%	78%	88%	*
At Meets Grade Level or Above	2022	48%	43%	43%	*	67%	56%	*	*	-	-	*	-	39%	*	30%	-
	2021	44%	41%	41%	*	*	50%	-	-	-	*	*	*	31%	56%	38%	*
At Masters Grade Level	2022	25%	10%	10%	*	17%	11%	*	*	-	-	*	-	11%	*	0%	-
	2021	25%	5%	5%	*	*	6%	-	-	-	*	*	*	8%	0%	0%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	81%	81%	*	83%	89%	*	*	-	-	*	-	78%	*	60%	-
	2021	62%	83%	83%	*	*	83%	-	-	-	*	*	*	92%	70%	89%	*
At Meets Grade Level or Above	2022	38%	38%	38%	*	50%	44%	*	*	-	-	*	-	44%	*	50%	-
	2021	31%	22%	22%	*	*	28%	-	-	-	*	*	*	31%	10%	11%	*
At Masters Grade Level	2022	18%	5%	5%	*	0%	11%	*	*	-	-	*	-	6%	*	0%	-
	2021	13%	4%	4%	*	*	6%	-	-	-	*	*	*	8%	0%	0%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	72%	*	*	80%	-	-	-	*	*	-	64%	82%	67%	*
	2021	62%	77%	77%	*	100%	73%	-	-	-	-	*	-	80%	71%	83%	*
At Meets Grade Level or Above	2022	43%	60%	60%	*	*	65%	-	-	-	*	*	-	57%	64%	50%	*
	2021	32%	27%	27%	*	40%	27%	-	-	-	-	*	-	27%	29%	25%	*
At Masters Grade Level	2022	23%	28%	28%	*	*	30%	-	-	-	*	*	-	29%	27%	17%	*
	2021	15%	0%	0%	*	0%	0%	-	-	-	-	*	-	0%	0%	0%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	100%	100%	*	*	100%	-	-	-	*	*	-	100%	100%	100%	*
	2021	68%	95%	95%	*	100%	93%	-	-	-	-	*	-	100%	86%	100%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	68%	68%	*	*	80%	-	-	-	*	*	-	57%	82%	50%	*
	2021	36%	59%	59%	*	80%	53%	-	-	-	-	*	-	60%	57%	67%	*
At Masters Grade Level	2022	16%	24%	24%	*	*	30%	-	-	-	*	*	-	29%	18%	8%	*
	2021	15%	23%	23%	*	20%	20%	-	-	-	-	*	-	20%	29%	25%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	89%	89%	*	100%	85%	-	-	-	-	*	-	100%	75%	85%	*
	2021	69%	90%	90%	-	*	88%	-	-	-	*	*	-	94%	80%	75%	-
At Meets Grade Level or Above	2022	56%	53%	53%	*	60%	54%	-	-	-	-	*	-	64%	38%	46%	*
	2021	45%	71%	71%	-	*	76%	-	-	-	*	*	-	81%	40%	38%	-
At Masters Grade Level	2022	37%	26%	26%	*	20%	31%	-	-	-	-	*	-	18%	38%	23%	*
	2021	25%	57%	57%	-	*	59%	-	-	-	*	*	-	63%	40%	25%	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	89%	89%	*	100%	85%	-	-	-	-	*	-	100%	75%	85%	*
	2021	55%	95%	95%	-	*	94%	-	-	-	*	*	-	100%	80%	88%	-
At Meets Grade Level or Above	2022	31%	74%	74%	*	100%	62%	-	-	-	-	*	-	91%	50%	69%	*
	2021	27%	81%	81%	-	*	76%	-	-	-	*	*	-	88%	60%	75%	-
At Masters Grade Level	2022	13%	32%	32%	*	20%	38%	-	-	-	-	*	-	27%	38%	23%	*
	2021	12%	38%	38%	-	*	35%	-	-	-	*	*	-	44%	20%	25%	-
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	90%	90%	-	*	88%	-	-	-	-	*	-	100%	67%	89%	-
	2021	73%	83%	83%	*	*	78%	-	-	-	-	*	-	86%	78%	67%	*
At Meets Grade Level or Above	2022	58%	80%	80%	-	*	76%	-	-	-	-	*	-	100%	33%	67%	-
	2021	46%	48%	48%	*	*	50%	-	-	-	-	*	-	43%	56%	22%	*
At Masters Grade Level	2022	37%	50%	50%	-	*	41%	-	-	-	-	*	-	57%	33%	44%	-
	2021	21%	17%	17%	*	*	22%	-	-	-	-	*	-	14%	22%	0%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	95%	95%	-	*	94%	-	-	-	-	*	-	100%	83%	89%	-
	2021	62%	100%	100%	*	*	100%	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	40%	75%	75%	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	36%	61%	61%	*	*	56%	-	-	-	-	*	-	50%	78%	56%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	30%	30%	-	*	24%	-	-	-	-	*	-	36%	17%	22%	-
	2021	11%	35%	35%	*	*	33%	-	-	-	-	*	-	29%	44%	11%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	85%	85%	-	*	82%	-	-	-	-	*	-	100%	50%	78%	-
	2021	68%	100%	100%	*	*	100%	-	-	-	-	*	-	100%	100%	100%	*
At Meets Grade Level or Above	2022	45%	70%	70%	-	*	65%	-	-	-	-	*	-	86%	33%	67%	-
	2021	43%	71%	71%	*	*	68%	-	-	-	-	*	-	71%	70%	60%	*
At Masters Grade Level	2022	24%	50%	50%	-	*	47%	-	-	-	-	*	-	57%	33%	22%	-
	2021	24%	46%	46%	*	*	42%	-	-	-	-	*	-	43%	50%	20%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	65%	65%	-	*	59%	-	-	-	-	*	-	71%	50%	56%	-
	2021	57%	74%	74%	*	*	72%	-	-	-	-	*	-	79%	67%	67%	*
At Meets Grade Level or Above	2022	31%	45%	45%	-	*	41%	-	-	-	-	*	-	43%	50%	33%	-
	2021	28%	30%	30%	*	*	33%	-	-	-	-	*	-	29%	33%	22%	*
At Masters Grade Level	2022	18%	30%	30%	-	*	24%	-	-	-	-	*	-	36%	17%	22%	-
	2021	14%	17%	17%	*	*	22%	-	-	-	-	*	-	14%	22%	11%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	90%	88%	82%	94%	88%	*	*	-	*	55%	*	92%	83%	84%	75%
	2021	67%	83%	82%	68%	88%	83%	*	*	-	83%	68%	40%	85%	75%	78%	93%
At Meets Grade Level or Above	2022	48%	64%	64%	43%	73%	65%	*	*	-	*	21%	*	67%	58%	53%	38%
	2021	41%	53%	47%	39%	53%	48%	*	*	-	50%	27%	0%	48%	46%	43%	36%
At Masters Grade Level	2022	23%	27%	29%	11%	33%	30%	*	*	-	*	14%	*	32%	23%	18%	13%
	2021	18%	23%	21%	21%	20%	22%	*	*	-	17%	9%	0%	22%	20%	11%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	87%	89%	83%	90%	89%	*	*	-	*	58%	*	93%	84%	86%	*
	2021	68%	78%	76%	64%	91%	75%	*	*	-	*	63%	*	78%	72%	71%	80%
At Meets Grade Level or Above	2022	53%	67%	69%	50%	75%	69%	*	*	-	*	25%	*	76%	58%	54%	*
	2021	45%	52%	47%	43%	41%	50%	*	*	-	*	25%	*	51%	40%	35%	20%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	25%	30%	35%	25%	40%	34%	*	*	-	*	17%	*	40%	26%	25%	*
	2021	18%	22%	26%	14%	18%	29%	*	*	-	*	25%	*	28%	21%	15%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	94%	93%	83%	100%	93%	*	*	-	*	75%	*	96%	88%	91%	*
	2021	66%	89%	88%	77%	91%	91%	*	*	-	*	75%	*	91%	83%	85%	100%
At Meets Grade Level or Above	2022	42%	69%	65%	42%	75%	67%	*	*	-	*	25%	*	64%	66%	52%	*
	2021	37%	58%	54%	38%	73%	53%	*	*	-	*	25%	*	52%	57%	55%	60%
At Masters Grade Level	2022	20%	27%	23%	0%	25%	26%	*	*	-	*	17%	*	24%	22%	14%	*
	2021	18%	26%	21%	31%	27%	19%	*	*	-	*	0%	*	20%	22%	13%	20%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	90%	83%	*	89%	85%	*	*	-	-	*	-	88%	67%	68%	-
	2021	71%	93%	91%	*	100%	92%	-	-	-	*	*	*	96%	85%	95%	*
At Meets Grade Level or Above	2022	47%	54%	54%	*	67%	58%	*	*	-	-	*	-	63%	22%	58%	-
	2021	44%	57%	47%	*	40%	49%	-	-	-	*	*	*	52%	40%	37%	*
At Masters Grade Level	2022	21%	23%	27%	*	22%	35%	*	*	-	-	*	-	28%	22%	11%	-
	2021	20%	31%	26%	*	20%	24%	-	-	-	*	*	*	26%	25%	11%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	83%	65%	-	*	59%	-	-	-	-	*	-	71%	50%	56%	-
	2021	73%	81%	74%	*	*	72%	-	-	-	-	*	-	79%	67%	67%	*
At Meets Grade Level or Above	2022	50%	51%	45%	-	*	41%	-	-	-	-	*	-	43%	50%	33%	-
	2021	49%	51%	30%	*	*	33%	-	-	-	-	*	-	29%	33%	22%	*
At Masters Grade Level	2022	30%	26%	30%	-	*	24%	-	-	-	-	*	-	36%	17%	22%	-
	2021	29%	23%	17%	*	*	22%	-	-	-	-	*	-	14%	22%	11%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	60%	60%	*	*	59%	-	-	-	-	*	-	50%	70%	45%	-
	2021	24%	26%	26%	*	*	25%	-	-	-	-	*	*	23%	30%	20%	-
Reading and Mathematics Including EOC	2022	36%	60%	60%	*	*	59%	-	-	-	-	*	-	50%	70%	45%	-
	2021	24%	26%	26%	*	*	25%	-	-	-	-	*	*	23%	30%	20%	-
Reading Including EOC	2022	51%	65%	65%	*	*	65%	-	-	-	-	*	-	60%	70%	45%	-
	2021	38%	61%	61%	*	*	63%	-	-	-	-	*	*	69%	50%	50%	-

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2022	43%	65%	65%	*	*	65%	-	-	-	-	*	-	50%	80%	55%	-
	2021	31%	33%	33%	*	*	29%	-	-	-	-	*	*	29%	40%	27%	-
4th Graders																	
Reading and Mathematics	2022	36%	52%	52%	*	*	53%	-	-	-	-	*	*	54%	50%	20%	-
	2021	26%	33%	33%	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Reading and Mathematics Including EOC	2022	36%	52%	52%	*	*	53%	-	-	-	-	*	*	54%	50%	20%	-
	2021	26%	33%	33%	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Reading Including EOC	2022	54%	76%	76%	*	*	79%	-	-	-	-	*	*	85%	67%	50%	-
	2021	36%	33%	33%	40%	40%	33%	*	*	-	-	*	-	33%	33%	43%	-
Math Including EOC	2022	43%	64%	64%	*	*	63%	-	-	-	-	*	*	62%	67%	50%	-
	2021	36%	50%	50%	40%	80%	50%	*	*	-	-	*	-	50%	50%	64%	-
5th Graders																	
Reading and Mathematics	2022	41%	33%	33%	*	67%	33%	*	*	-	-	*	-	33%	*	20%	-
	2021	34%	27%	27%	*	*	33%	-	-	-	*	*	*	31%	22%	13%	*
Reading and Mathematics Including EOC	2022	41%	33%	33%	*	67%	33%	*	*	-	-	*	-	33%	*	20%	-
	2021	34%	27%	27%	*	*	33%	-	-	-	*	*	*	31%	22%	13%	*
Reading Including EOC	2022	58%	81%	81%	*	83%	78%	*	*	-	-	*	-	83%	*	70%	-
	2021	46%	43%	43%	*	*	44%	-	-	-	*	*	*	54%	30%	33%	*
Math Including EOC	2022	48%	43%	43%	*	67%	56%	*	*	-	-	*	-	39%	*	30%	-
	2021	44%	41%	41%	*	*	50%	-	-	-	*	*	*	31%	56%	38%	*
6th Graders																	
Reading and Mathematics	2022	31%	56%	56%	*	*	65%	-	-	-	*	*	-	57%	55%	42%	*
	2021	24%	23%	23%	*	20%	27%	-	-	-	-	*	-	20%	29%	17%	*
Reading and Mathematics Including EOC	2022	31%	56%	56%	*	*	65%	-	-	-	*	*	-	57%	55%	42%	*
	2021	24%	23%	23%	*	20%	27%	-	-	-	-	*	-	20%	29%	17%	*
Reading Including EOC	2022	43%	60%	60%	*	*	65%	-	-	-	*	*	-	57%	64%	50%	*
	2021	32%	27%	27%	*	40%	27%	-	-	-	-	*	-	27%	29%	25%	*
Math Including EOC	2022	40%	68%	68%	*	*	80%	-	-	-	*	*	-	57%	82%	50%	*
	2021	36%	59%	59%	*	80%	53%	-	-	-	-	*	-	60%	57%	67%	*
7th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2022	32%	47%	47%	*	60%	46%	-	-	-	-	*	-	55%	38%	38%	*
	2021	26%	62%	62%	-	*	65%	-	-	-	*	*	-	69%	40%	25%	-
Reading and Mathematics Including EOC	2022	33%	47%	47%	*	60%	46%	-	-	-	-	*	-	55%	38%	38%	*
	2021	27%	62%	62%	-	*	65%	-	-	-	*	*	-	69%	40%	25%	-
Reading Including EOC	2022	56%	53%	53%	*	60%	54%	-	-	-	-	*	-	64%	38%	46%	*
	2021	45%	71%	71%	-	*	76%	-	-	-	*	*	-	81%	40%	38%	-
Math Including EOC	2022	37%	74%	74%	*	100%	62%	-	-	-	-	*	-	91%	50%	69%	*
	2021	32%	81%	81%	-	*	76%	-	-	-	*	*	-	88%	60%	75%	-
8th Graders																	
Reading and Mathematics	2022	27%	75%	75%	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	21%	43%	43%	*	*	44%	-	-	-	-	*	-	36%	56%	22%	*
Reading and Mathematics Including EOC	2022	41%	75%	75%	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	33%	43%	43%	*	*	44%	-	-	-	-	*	-	36%	56%	22%	*
Reading Including EOC	2022	58%	80%	80%	-	*	76%	-	-	-	-	*	-	100%	33%	67%	-
	2021	47%	48%	48%	*	*	50%	-	-	-	-	*	-	43%	56%	22%	*
Math Including EOC	2022	48%	75%	75%	-	*	71%	-	-	-	-	*	-	93%	33%	56%	-
	2021	43%	61%	61%	*	*	56%	-	-	-	-	*	-	50%	78%	56%	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	54%	54%	25%	65%	57%	*	*	-	*	25%	*	56%	50%	37%	*
	2021	26%	36%	36%	31%	32%	39%	*	*	-	*	25%	*	36%	35%	25%	20%
Reading and Mathematics Including EOC	2022	36%	54%	54%	25%	65%	57%	*	*	-	*	25%	*	56%	50%	37%	*
	2021	28%	36%	36%	31%	32%	39%	*	*	-	*	25%	*	36%	35%	25%	20%
Reading Including EOC	2022	53%	69%	69%	50%	75%	69%	*	*	-	*	25%	*	76%	58%	54%	*
	2021	41%	47%	47%	43%	41%	50%	*	*	-	*	25%	*	51%	40%	35%	20%
Math Including EOC	2022	43%	65%	65%	42%	75%	67%	*	*	-	*	25%	*	64%	66%	52%	*
	2021	37%	54%	54%	38%	73%	53%	*	*	-	*	25%	*	52%	57%	55%	60%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	78	*	*	74	-	-	-	-	*	*	71	86	83	-
	2019	61	32	32	*	57	22	-	-	-	*	*	-	37	17	38	*
Grade 4 Mathematics	2022	74	85	85	*	*	82	-	-	-	-	*	*	88	82	94	-
	2019	65	66	66	*	79	59	-	-	-	*	*	-	68	58	63	*
Grade 5 ELA/Reading	2022	87	90	90	*	100	89	*	*	-	-	*	-	94	*	89	-
	2019	81	89	89	*	*	86	-	-	-	*	*	-	86	94	86	-
Grade 5 Mathematics	2022	79	65	65	*	50	78	*	*	-	-	*	-	68	*	56	-
	2019	83	93	93	*	*	92	-	-	-	*	*	-	96	89	100	-
Grade 6 ELA/Reading	2022	61	74	74	*	*	72	-	-	-	*	*	-	75	72	85	*
	2019	42	33	33	*	20	35	-	-	-	-	*	-	34	32	23	*
Grade 6 Mathematics	2022	61	95	95	*	*	97	-	-	-	*	*	-	92	100	94	*
	2019	54	91	91	*	60	98	-	-	-	-	*	-	94	86	91	*
Grade 7 ELA/Reading	2022	88	86	86	*	70	92	-	-	-	-	*	-	86	86	88	*
	2019	77	83	83	*	*	88	-	-	-	-	*	-	84	80	68	*
Grade 7 Mathematics	2022	60	78	78	*	80	75	-	-	-	-	*	-	82	71	67	*
	2019	62	83	83	*	*	82	-	-	-	-	*	-	84	80	82	*
Grade 8 ELA/Reading	2022	83	80	80	-	*	76	-	-	-	-	*	-	79	83	94	-
	2019	77	60	60	*	*	52	-	-	-	*	*	*	59	64	58	-
Grade 8 Mathematics	2022	74	83	83	-	*	79	-	-	-	-	*	-	82	83	78	-
	2019	82	70	70	*	*	74	-	-	-	*	*	*	66	83	58	-
All Grades Both Subjects	2022	74	81	81	82	79	81	*	*	-	*	83	*	81	81	82	75
	2019	69	72	69	81	69	69	-	-	-	58	58	*	70	69	63	56
All Grades ELA/Reading	2022	78	78	81	90	83	79	*	*	-	*	78	*	82	81	88	*
	2019	68	62	59	69	64	56	-	-	-	*	67	*	59	57	51	*
All Grades Mathematics	2022	69	83	82	72	75	84	*	*	-	*	89	*	81	82	77	*
	2019	70	81	80	94	75	81	-	-	-	*	50	*	80	81	75	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	90%	88%	-	-	-	-	-	-	75%	75%	-	-	-	89%	75%	-
	2021	67%	83%	82%	-	-	-	-	-	-	93%	91%	*	-	-	81%	93%	-
At Meets Grade Level or Above	2022	48%	64%	64%	-	-	-	-	-	-	38%	38%	-	-	-	65%	38%	-
	2021	41%	53%	47%	-	-	-	-	-	-	36%	45%	*	-	-	48%	36%	-
At Masters Grade Level	2022	23%	27%	29%	-	-	-	-	-	-	13%	13%	-	-	-	29%	13%	-
	2021	18%	23%	21%	-	-	-	-	-	-	7%	9%	*	-	-	22%	7%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	87%	89%	-	-	-	-	-	-	*	*	-	-	-	90%	*	-
	2021	68%	78%	76%	-	-	-	-	-	-	80%	*	*	-	-	76%	80%	-
At Meets Grade Level or Above	2022	53%	67%	69%	-	-	-	-	-	-	*	*	-	-	-	71%	*	-
	2021	45%	52%	47%	-	-	-	-	-	-	20%	*	*	-	-	48%	20%	-
At Masters Grade Level	2022	25%	30%	35%	-	-	-	-	-	-	*	*	-	-	-	36%	*	-
	2021	18%	22%	26%	-	-	-	-	-	-	0%	*	*	-	-	27%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	94%	93%	-	-	-	-	-	-	*	*	-	-	-	93%	*	-
	2021	66%	89%	88%	-	-	-	-	-	-	100%	*	*	-	-	88%	100%	-
At Meets Grade Level or Above	2022	42%	69%	65%	-	-	-	-	-	-	*	*	-	-	-	65%	*	-
	2021	37%	58%	54%	-	-	-	-	-	-	60%	*	*	-	-	53%	60%	-
At Masters Grade Level	2022	20%	27%	23%	-	-	-	-	-	-	*	*	-	-	-	23%	*	-
	2021	18%	26%	21%	-	-	-	-	-	-	20%	*	*	-	-	21%	20%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	90%	83%	-	-	-	-	-	-	-	-	-	-	-	83%	-	-
	2021	71%	93%	91%	-	-	-	-	-	-	*	*	*	-	-	91%	*	-
At Meets Grade Level or Above	2022	47%	54%	54%	-	-	-	-	-	-	-	-	-	-	-	54%	-	-
	2021	44%	57%	47%	-	-	-	-	-	-	*	*	*	-	-	48%	*	-
At Masters Grade Level	2022	21%	23%	27%	-	-	-	-	-	-	-	-	-	-	-	27%	-	-
	2021	20%	31%	26%	-	-	-	-	-	-	*	*	*	-	-	27%	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	83%	65%	-	-	-	-	-	-	-	-	-	-	-	65%	-	-
	2021	73%	81%	74%	-	-	-	-	-	-	*	*	-	-	-	73%	*	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Meets Grade Level or Above	2022	50%	51%	45%	-	-	-	-	-	-	-	-	-	-	-	-	45%	-	-
	2021	49%	51%	30%	-	-	-	-	-	-	*	*	-	-	-	-	32%	*	-
At Masters Grade Level	2022	30%	26%	30%	-	-	-	-	-	-	-	-	-	-	-	-	30%	-	-
	2021	29%	23%	17%	-	-	-	-	-	-	*	*	-	-	-	-	18%	*	-
School Progress Domain - Academic Growth Score																			
All Grades Both Subjects	2022	74%	81%	81%	-	-	-	-	-	-	75%	75%	-	-	-	-	82%	75%	-
	2019	69%	72%	69%	-	-	-	-	-	-	56%	56%	-	-	-	-	56%	-	-
All Grades ELA/Reading	2022	78%	78%	81%	-	-	-	-	-	-	*	*	-	-	-	-	82%	*	-
	2019	68%	62%	59%	-	-	-	-	-	-	*	*	-	-	-	-	*	-	-
All Grades Mathematics	2022	69%	83%	82%	-	-	-	-	-	-	*	*	-	-	-	-	81%	*	-
	2019	70%	81%	80%	-	-	-	-	-	-	*	*	-	-	-	-	*	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	93%	94%	95%	100%	100%	94%	*	*	-	33%	91%	*	97%	91%	93%	100%
Not Included in Accountability: Mobile	5%	5%	4%	0%	0%	4%	*	*	-	67%	9%	*	1%	9%	7%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	1%	1%	0%	0%	1%	*	*	-	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	99%	100%	100%	99%	*	*	-	*	100%	*	99%	100%	100%	*
Included in Accountability	92%	93%	96%	100%	100%	95%	*	*	-	*	92%	*	98%	93%	94%	*
Not Included in Accountability: Mobile	5%	5%	4%	0%	0%	4%	*	*	-	*	8%	*	1%	7%	6%	*
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	2%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	*
Absent	1%	2%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	99%	*	*	-	*	100%	*	99%	100%	100%	*
Included in Accountability	93%	95%	96%	100%	100%	95%	*	*	-	*	92%	*	98%	93%	94%	*
Not Included in Accountability: Mobile	5%	4%	4%	0%	0%	4%	*	*	-	*	8%	*	1%	7%	6%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Not Tested	1%	1%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	*
Absent	1%	1%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	*
Science																
Assessment Participant	98%	100%	100%	*	100%	100%	*	*	-	*	*	-	100%	100%	100%	-
Included in Accountability	93%	90%	91%	*	100%	90%	*	*	-	*	*	-	97%	75%	86%	-
Not Included in Accountability: Mobile	4%	10%	9%	*	0%	10%	*	*	-	*	*	-	3%	25%	14%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	*	0%	0%	*	*	-	*	*	-	0%	0%	0%	-
Not Tested	2%	0%	0%	*	0%	0%	*	*	-	*	*	-	0%	0%	0%	-

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	*	0%	0%	*	*	-	*	*	-	0%	0%	0%	-
Other	0%	0%	0%	*	0%	0%	*	*	-	*	*	-	0%	0%	0%	-
Social Studies																
Assessment Participant	98%	98%	95%	-	*	94%	-	-	-	*	*	-	93%	100%	100%	-
Included in Accountability	94%	96%	91%	-	*	94%	-	-	-	*	*	-	93%	86%	90%	-
Not Included in Accountability: Mobile	4%	2%	5%	-	*	0%	-	-	-	*	*	-	0%	14%	10%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	*	0%	-	-	-	*	*	-	0%	0%	0%	-
Not Tested	2%	2%	5%	-	*	6%	-	-	-	*	*	-	7%	0%	0%	-
Absent	1%	2%	5%	-	*	6%	-	-	-	*	*	-	7%	0%	0%	-
Other	0%	0%	0%	-	*	0%	-	-	-	*	*	-	0%	0%	0%	-
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	98%	99%	98%	100%	99%	*	*	-	100%	100%	100%	100%	97%	97%	100%
Included in Accountability	83%	93%	92%	88%	100%	91%	*	*	-	100%	100%	63%	95%	87%	90%	100%
Not Included in Accountability: Mobile	3%	5%	7%	9%	0%	8%	*	*	-	0%	0%	38%	4%	10%	8%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	2%	1%	2%	0%	1%	*	*	-	0%	0%	0%	0%	3%	3%	0%
Absent	2%	1%	1%	2%	0%	1%	*	*	-	0%	0%	0%	0%	3%	2%	0%
Other	10%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	1%	0%
Reading																
Assessment Participant	89%	98%	99%	100%	100%	98%	*	*	-	*	100%	*	99%	98%	97%	100%
Included in Accountability	83%	93%	93%	93%	100%	91%	*	*	-	*	100%	*	95%	89%	90%	100%
Not Included in Accountability: Mobile	3%	5%	6%	7%	0%	8%	*	*	-	*	0%	*	4%	9%	7%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	11%	2%	1%	0%	0%	2%	*	*	-	*	0%	*	1%	2%	3%	0%
Absent	2%	1%	1%	0%	0%	1%	*	*	-	*	0%	*	0%	2%	1%	0%
Other	10%	1%	1%	0%	0%	1%	*	*	-	*	0%	*	1%	0%	1%	0%
Mathematics																
Assessment Participant	88%	98%	99%	93%	100%	99%	*	*	-	*	100%	*	100%	96%	97%	100%
Included in Accountability	84%	93%	93%	87%	100%	92%	*	*	-	*	100%	*	96%	87%	90%	100%
Not Included in Accountability: Mobile	4%	5%	6%	7%	0%	8%	*	*	-	*	0%	*	4%	9%	7%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	12%	2%	1%	7%	0%	1%	*	*	-	*	0%	*	0%	4%	3%	0%
Absent	2%	2%	1%	7%	0%	1%	*	*	-	*	0%	*	0%	4%	3%	0%
Other	10%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	100%	100%	100%	-	-	-	*	*	*	100%	100%	100%	*
Included in Accountability	84%	91%	89%	80%	100%	88%	-	-	-	*	*	*	93%	83%	86%	*
Not Included in Accountability: Mobile	3%	8%	11%	20%	0%	12%	-	-	-	*	*	*	7%	17%	14%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	*
Not Tested	13%	1%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	*
Absent	2%	1%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	*
Other	10%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	*
Social Studies																
Assessment Participant	87%	98%	96%	*	*	95%	-	-	-	-	*	-	100%	91%	91%	*
Included in Accountability	84%	93%	88%	*	*	90%	-	-	-	-	*	-	93%	82%	82%	*
Not Included in Accountability: Mobile	3%	4%	8%	*	*	5%	-	-	-	-	*	-	7%	9%	9%	*
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	*	0%	-	-	-	-	*	-	0%	0%	0%	*
Not Tested	13%	2%	4%	*	*	5%	-	-	-	-	*	-	0%	9%	9%	*
Absent	3%	2%	4%	*	*	5%	-	-	-	-	*	-	0%	9%	9%	*
Other	10%	0%	0%	*	*	0%	-	-	-	-	*	-	0%	0%	0%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.8%	96.1%	96.3%	96.8%	95.9%	*	*	-	97.1%	93.9%	95.4%	*
2019-20	98.3%	99.0%	99.1%	99.3%	98.1%	99.3%	*	*	-	*	98.1%	98.7%	*
Chronic Absenteeism													
2020-21	15.0%	10.7%	9.1%	5.6%	11.5%	9.6%	*	*	-	0.0%	27.3%	13.3%	40.0%
2019-20	6.7%	3.9%	3.3%	0.0%	13.3%	1.9%	*	*	-	0.0%	11.8%	5.1%	50.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	*	0.0%	*
2019-20	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	73.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	75.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	73.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	75.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	73.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	70.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	73.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	70.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	23	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	2	183,306
White	-	-	17	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	3	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	6	56,281
Foundation H.S. Program (Endorsement)	-	-	0	13,582
Foundation H.S. Program (DLA)	-	-	17	287,316
Special Education Graduates	-	-	3	31,028
Economically Disadvantaged Graduates	-	-	7	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	0	32,809
At-Risk Graduates	-	-	3	155,884
CTE Completers	-	-	1	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	238	100.0%	342	5,402,928	239	100.0%	343	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	14	5.9%	4.1%	4.1%	14	5.9%	4.1%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	14	5.9%	4.1%	3.5%	14	5.9%	4.1%	3.5%
Kindergarten	21	8.8%	6.1%	6.8%	21	8.8%	6.1%	6.8%
Grade 1	35	14.7%	10.2%	7.1%	36	15.1%	10.5%	7.1%
Grade 2	24	10.1%	7.0%	7.1%	24	10.0%	7.0%	7.1%
Grade 3	24	10.1%	7.0%	7.1%	24	10.0%	7.0%	7.1%
Grade 4	25	10.5%	7.3%	7.1%	25	10.5%	7.3%	7.1%
Grade 5	26	10.9%	7.6%	7.2%	26	10.9%	7.6%	7.2%
Grade 6	26	10.9%	7.6%	7.4%	26	10.9%	7.6%	7.4%
Grade 7	21	8.8%	6.1%	7.7%	21	8.8%	6.1%	7.7%
Grade 8	22	9.2%	6.4%	7.9%	22	9.2%	6.4%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.0%	8.8%
Grade 10	0	0.0%	6.1%	7.6%	0	0.0%	6.1%	7.5%
Grade 11	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 12	0	0.0%	6.7%	6.7%	0	0.0%	6.7%	6.7%
Ethnic Distribution:								
African American	19	8.0%	8.2%	12.8%	19	7.9%	8.2%	12.8%
Hispanic	34	14.3%	13.5%	52.8%	34	14.2%	13.4%	52.7%
White	175	73.5%	75.1%	26.3%	176	73.6%	75.2%	26.3%
American Indian	1	0.4%	0.3%	0.3%	1	0.4%	0.3%	0.3%
Asian	1	0.4%	0.3%	4.8%	1	0.4%	0.3%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	8	3.4%	2.6%	2.9%	8	3.3%	2.6%	2.9%
Sex:								
Female	113	47.5%	48.5%	48.9%	114	47.7%	48.7%	48.8%
Male	125	52.5%	51.5%	51.1%	125	52.3%	51.3%	51.2%
Other Student Information:								
Economically Disadvantaged	135	56.7%	54.1%	60.7%	135	56.5%	53.9%	60.6%
Non-Educationally Disadvantaged	103	43.3%	45.9%	39.3%	104	43.5%	46.1%	39.4%
Section 504 Students	22	9.2%	9.1%	7.4%	22	9.2%	9.0%	7.4%
EB Students/EL	4	1.7%	2.0%	21.7%	4	1.7%	2.0%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.3%	0.6%				
Students w/ Dyslexia	7	2.9%	2.6%	5.0%	7	2.9%	2.6%	5.0%
Foster Care	2	0.8%	0.6%	0.3%	2	0.8%	0.6%	0.3%
Homeless	6	2.5%	1.8%	1.1%	6	2.5%	1.7%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	238	100.0%	100.0%	64.3%	239	100.0%	100.0%	64.3%
Military Connected	35	14.7%	15.2%	3.3%	35	14.6%	15.2%	3.3%
At-Risk	97	40.8%	38.6%	53.5%	97	40.6%	38.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	4	1.7%	2.0%	21.9%	4	1.7%	2.0%	21.8%
Gifted and Talented Education	11	4.6%	5.6%	8.0%	11	4.6%	5.5%	8.0%
Special Education	24	10.1%	10.5%	11.6%	25	10.5%	10.8%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	24							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	58.3%	63.9%	43.0%				
Students with Physical Disabilities	5	20.8%	**	20.8%				
Students with Autism	*	*	*	14.7%				
Students with Behavioral Disabilities	*	*	**	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	37	17.7%	15.9%	13.6%				
By Ethnicity:								
African American	4	1.9%	1.6%	2.5%				
Hispanic	2	1.0%	1.0%	6.6%				
White	30	14.4%	12.7%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.5%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	13.6%	13.5%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	0.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	17	15.7%	17.3%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	34	15.7%	14.5%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	6.1%	6.1%	1.9%	25.0%	25.0%	5.2%
Grade 1	6.7%	6.7%	2.9%	0.0%	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	4.3%	4.3%	1.0%	33.3%	33.3%	1.0%
Grade 4	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	5.9%	10.5%	-	0.0%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.0	21.0	18.7
Grade 1	17.5	17.5	18.7
Grade 2	11.0	11.0	18.6
Grade 3	24.0	24.0	18.7
Grade 4	12.5	12.5	18.8
Grade 5	10.3	10.3	20.2
Grade 6	11.8	11.8	19.2
Secondary:			
English/Language Arts	10.7	8.9	16.3
Foreign Languages	-	1.5	18.4
Mathematics	10.8	10.1	17.5
Science	10.8	11.6	18.5
Social Studies	10.8	10.1	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	29.4	100.0%	100.0%	100.0%
Professional Staff:	24.0	81.8%	60.1%	64.1%
Teachers	21.5	73.3%	50.3%	49.3%
Professional Support	0.5	1.7%	1.7%	10.7%
Campus Administration (School Leadership)	2.0	6.8%	5.0%	2.9%
Educational Aides:	5.4	18.2%	13.7%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	0.0	n/a	1.0	13,550.0
Part-time Counselors	1.0	n/a	0.0	1,176.0
Total Minority Staff:	2.0	6.8%	16.3%	52.1%
Teachers by Ethnicity:				
African American	1.0	4.8%	6.5%	11.2%
Hispanic	0.0	0.0%	0.0%	28.9%
White	20.5	95.2%	93.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.1	14.3%	23.6%	24.1%
Females	18.4	85.7%	76.4%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	19.5	90.6%	90.4%	72.6%
Masters	2.0	9.4%	9.6%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	7.9%
1-5 Years Experience	1.1	5.3%	9.7%	26.7%
6-10 Years Experience	6.9	32.0%	28.7%	20.6%
11-20 Years Experience	5.8	26.9%	29.8%	28.6%
21-30 Years Experience	6.7	31.3%	25.5%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	4.5%	6.4%	2.9%
Number of Students per Teacher	11.1	n/a	11.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	16.0	6.3
Average Years Experience of Principals with District	15.0	15.0	5.4
Average Years Experience of Assistant Principals	1.0	1.0	5.5
Average Years Experience of Assistant Principals with District	1.0	1.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	15.3	14.8	11.1
Average Years Experience of Teachers with District:	8.0	7.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	-	\$51,054
1-5 Years Experience	\$41,573	\$48,836	\$54,577
6-10 Years Experience	\$46,415	\$46,205	\$57,746
11-20 Years Experience	\$56,151	\$59,396	\$61,377
21-30 Years Experience	\$61,319	\$61,848	\$65,949
Over 30 Years Experience	\$60,368	\$61,414	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$54,068	\$55,346	\$58,887
Professional Support	\$77,642	\$77,642	\$69,505
Campus Administration (School Leadership)	\$74,558	\$81,593	\$84,990
Instructional Staff Percent:	n/a	60.7%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.5	2.5%	10.8%	5.2%
Compensatory Education	1.7	7.9%	12.0%	3.0%
Gifted and Talented Education	0.5	2.4%	1.7%	1.7%
Regular Education	17.4	81.0%	70.0%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
NECHES EL (001906102) - NECHES ISD - ANDERSON COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	1.3	6.1%	5.5%	9.6%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)