

Neches ISD 2016-2017

District Improvement Plan

2016-2017 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Snider, Randy	Superintendent	Neches ISD	
Cook, Trent	High School Principal	Neches High School	8-2017
Snider, Kimberlyn	Elementary Principal	Neches Elementary	8-2017
Hudson, Sha-Ree	Counselor	Neches ISD	8-2017
Seymour, Rick	Technology Director	Neches ISD	8-2017
Braaton, Kristi	Nurse	Neches ISD	8-2017
Miller, Jamie	Life Skills Teacher	Neches ISD	8-2017
Batchelor, Lindsey	Teacher	Neches High School	8-2017
Roberson, Morgan	Teacher	Neches High School	8-2017
Rhone, Keri	Teacher	Neches High School	8-2017
Campbell, Kay	Special Education Teacher	Neches High School	8-2017
Brown, Patty	Teacher	Neches Elementary	8-2017
Lackey, Cheryl	Junior High Teacher	Neches Elementary	8-2017
Thomas, John	Junior High Teacher	Neches Elementary	8-2017
Dickson, Becky	Junior High Teacher	Neches Elementary	8-2017
Radford, Ashley	Special Education Teacher	Neches Elementary	8-2017
Barnes, Breanne	Teacher	Neches Elementary	8-2017
Kanetzky, Robin	Teacher	Neches Elementary	8-2017
Barrett, Roslyn	Special Education Aide	Neches Elementary	8-2017
Rives, Cindy	Special Education Aide	Neches Elementary	8-2017
Gray, Leigh Ann	Parent	Neches High School	8-2017
Blackmon, Leigh	Parent	Neches Elementary	8-2017
Brown, Van	Community Representative	Neches ISD	8-2017
Braly, Steven	Business Representative	Neches ISD	8-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Snider, Randy	Superintendent	Neches ISD
Cook, Trent	High School Principal	Neches High School
Snider, Kimberlyn	Elementary Principal	Neches Elementary
Hudson, Sha-Ree	Counselor	Neches ISD
Seymour, Rick	Technology Director	Neches ISD
Braaton, Kristi	School Nurse	Neches ISD
McNeiln, Emily	Prekindergarten Teacher	Neches Elementary
Alvarez, Cynthia	Prekindergarten Aide	Neches Elementary
Sparks, Jennifer	Pull-Out Teacher	Neches Elementary
Miller, Jamie	Content Mastery Teacher	Neches Elementary
Snider, Joyce	Instructional Aide	Neches Elementary
Radford, Ashley	Special Education Teacher	Neches Elementary
Helms, Sara	ELA Teacher	Neches High School
Satterwhite, Lance	Math Teacher	Neches High School
Roberson, Morgan	Math Teacher	Neches High School
Emerine, Shain	Science Teacher	Neches High School
Campbell, Kay	Special Education Teacher	Neches High School
Castleberry, Vicki	Instructional Aide	Neches High School

District Improvement Plan
Neches ISD 2016-2017

Attendance

Goal: **97%**

Attendance

	2014	2015
All Students	96.60	95.50
African American	97.20	97.10
Economically Disadvantaged	95.90	95.40
Hispanic	96.70	95.90
Special Education	95.60	95.20
Two or More Races	96.40	0.00
White	96.50	95.30

Dropouts

Goal: **0%**

Dropouts

	2014	2015
All Students	0.70	1.60
African American	0.00	0.00
Economically Disadvantaged	1.70	0.00
Hispanic	0.00	0.00
Special Education	5.60	0.00
White	1.00	2.00

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2014	2015	2016	2017
All Students	87.00	81.00	71.00	100.00
Economically Disadvantaged	82.00	74.00	63.00	100.00
White	89.00	87.00	75.00	100.00

Grade: **5th, 8th-12th**

STAAR Science

100%

	2014	2015	2016	2017
All Students	97.00	80.00	83.00	100.00
Economically Disadvantaged	94.00	71.00	74.00	100.00
Hispanic	89.00	88.00	89.00	100.00
Special Education	100.00	57.00	38.00	100.00
White	98.00	80.00	86.00	100.00

Grade: **3rd-12th**

All Subjects

100%

	2014	2015	2016	2017
All Students	89.00	78.00	79.00	100.00
African American	83.00	50.00	53.00	100.00
Economically Disadvantaged	84.00	67.00	68.00	100.00
Hispanic	80.00	75.00	72.00	100.00
Special Education	89.00	44.00	31.00	100.00
Two or More Races	85.00	56.00	56.00	100.00
White	90.00	81.00	82.00	100.00

STAAR

Grade:**3rd-12th**

STAAR Mathematics

100%

	2014	2015	2016	2017
All Students	89.00	74.00	86.00	100.00
African American	71.00	41.00	63.00	100.00
Economically Disadvantaged	84.00	60.00	80.00	100.00
Hispanic	86.00	74.00	86.00	100.00
Special Education	93.00	42.00	38.00	100.00
White	91.00	78.00	88.00	100.00

Grade:**3rd-12th**

STAAR Reading

100%

	2014	2015	2016	2017
All Students	88.00	78.00	74.00	100.00
African American	94.00	55.00	48.00	100.00
Economically Disadvantaged	83.00	68.00	57.00	100.00
Hispanic	73.00	70.00	65.00	100.00
Special Education	91.00	46.00	26.00	100.00
White	90.00	82.00	79.00	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

STAAR

	2014	2015	2016	2017
All Students	79.00	83.00	72.00	100.00
Economically Disadvantaged	71.00	68.00	64.00	100.00
Hispanic	0.00	0.00	60.00	100.00
White	83.00	86.00	77.00	100.00

About Neches ISD

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 – 12

Enrollment:

379

2016 State Accountability Summary:

Met Standard

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

The district site-based committee reviews and analyzes data to determine the district's strengths and needs as well as recommend strategies and activities to address the needs identified.

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:

- * Low teacher-pupil ratios

c. Summary of Needs:

- * Increase attendance
- * Increase parent awareness and involvement

d. Priorities:

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

e. Actions:

- * Offer rewards and incentives
- * Provide alternative setting in AEP
- * Principals will send letter on attendance to all parents and students

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

People Responsible – Superintendent, Principals, and Curriculum Director
Data reviewed annually.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, STAAR tests
- * Completion rates – Promotion rates, Retention rates, Dropout rates
- * Post secondary - Number/percentage of students attending/completing post secondary schools and being accepted in the armed forces

- * 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:

- * Quarterly vertical team meetings
- * Dual credit opportunities

c. Summary of Needs:

- * Increase reading skills
- * Improve STAAR scores

d. Priorities:

- * Utilize supplemental reading intervention programs
- * Provide additional supplemental assistance in core subject areas

e. Actions:

- * Utilize Accelerated Reader Program
- * Continue Read Right
- * Provide STAAR Tutorials
- * Provide Reading and Math Pullouts

3. School Culture and Climate:

People Responsible – Superintendent and Principals

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, Elementary to Middle School, and Middle School to High School
- * SHAC meetings

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

d. Priorities:

- * Remediation for at-risk students

- * Safe, secure, and orderly environment

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

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

Person responsible – Superintendent, Principals, 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

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

d. Priorities:

- * Core subject area training
- * Continue to obtain fully certified personnel
- * Mentor training
- * Child safety training
- * Suicide awareness training

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

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

b. Summary of Strengths:

- * Monthly District Parent Meetings with academic topic
- * Academic Nights
- * Little Dribblers basketball games
- * Monthly newsletter
- * Monthly safety and health committee (SHAC) meetings
- * Districtwide Health Fair

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

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

b. Summary of Strengths:

- * Continuous technology training

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

d. Priorities:

- * Training on programs and data sources (e.g., DMAC)

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

Demographics

2016 - 2017 Enrollment:

16 – Prekindergarten
34 – Kindergarten
23 – First Grade
28 – Second Grade
21 – Third Grade
29 – Fourth Grade
31 – Fifth Grade
33 – Sixth Grade
31 – Seventh Grade
24 – Eighth Grade
39 – Ninth Grade
27 – Tenth Grade
24 – Eleventh Grade
20 – Twelfth Grade

2016 - 2017 Ethnic Distribution:

29 (8.0%) – African American
52 (14.0%) – Hispanic
287 (75.0%) – White
1 (0.03%) – American Indian
1 (0.03%) – Asian
0 (0.0%) – Pacific Islander
10 (3.0%) – Two or More Races

2016 - 2017 Student Groups:

164(43.0%) – Economically Disadvantaged
6 (2.0%) – English Language Learners
0 (0.0%) – Migrant Students
0 (0.0%) – Students with Disciplinary Placements
134 (35.0%) – Students Meeting "At-Risk" Criteria
115 (30.0%) - Career and Technical Education
24 (6.0%) - Gifted and Talented Education
36 (9.0%) - Special Education

2015 - 2016 Class Size:

- 24.0 - Kindergarten
- 13.5 - Grade 1
- 12.5 - Grade 2
- 16.0 - Grade 3
- 14.0 - Grade 4
- 13.5 - Grade 5
- 13.3 - Grade 6
- 11.5 - English Language Arts
- 10.0 - Foreign Languages
- 8.8 - Mathematics
- 11.5 - Science
- 11.4 - Social Studies

Facilities Review

Year facility opened:

- * Clemons became Neches High School in 1966 after integration
- * New Elementary/Junior High opened in 2009-2010

Level of occupancy:

Facilities include:

- * Administration
- * 1 PK class
- * 2 classrooms per grade level for K - 5
- * 1 Special Education classroom
- * 8 classrooms per grade level for 6 - 8
- * 12 classrooms for grades 9 - 12
- * 2 Resource classrooms
- * 3 Portable Buildings at Elementary
 - * Technology/Art/Music and PK
 - * Computer Lab
 - * Special Education Co-Op Building

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

Neches ISD conducts a Title I Schoolwide Program on all campuses. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
2. Schoolwide reform strategies.
 - Goal #2: Foundation Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
3. Instruction by highly qualified teachers.
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: District Planning and Decision-Making Committee (DPDMC) Strategy
 - Goal #1: Evaluation of Parent Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision-Making Committee (DPDMC) Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #4: Career and Technical Education Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

Needs Assessment Summary

Neches ISD received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading: 74% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 79% for White students to 26% for Special Education students.

Math: 86% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 88% for White students to 38% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test in 2016. 71% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 75% for White students to 63% for Economically Disadvantaged students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science test in 2016. 83% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 89% for Hispanic students to 38% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies test in 2016. 72% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 77% for White students to 60% for Hispanic students.

Interventions:

Neches ISD has several programs in place to address the identified needs of its students. 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
- * Tutorials after school for grades K - 12
- * Reading and Math Pullout Program for grades K - 8
- * Content Mastery for grades 6 - 8
- * Math Models class for grades 9 - 12
- * At-Risk Instructional Services for grades 9 - 12
- * Individualized Instruction for grades K - 12

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Attendance:

Attendance rates at Neches ISD slightly decreased from 96.6% in 2013-2014 to 95.5% in 2014-2015. The staff has several activities in place that are designed to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate remained at 0% for grades 7 and 8 and increased from 0.7% in 2013-2014 to 1.6% in 2014-2015 for grades 9 - 12. Several programs including parental involvement

activities and counseling programs are in place to maintain a low dropout rate for all students and all student groups.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Neches ISD during the 2015-2016 school year:

- 1) A Prekindergarten Program for eligible students.
- 2) A Tutorial Program was provided for students in Kindergarten through twelfth grade.
- 3) A Reading and Math Pullout Program was provided for students in Kindergarten through eighth grade.
- 4) A Content Mastery Program was provided for students in sixth through eighth grade.
- 5) Individualized Instruction was provided for students in Kindergarten through twelfth grade.
- 6) A Math Models Program was provided for students in ninth through twelfth grade.
- 7) A Discipline Alternative Education Program (DAEP) was provided for students in first through twelfth grade.

Neches Elementary

The Elementary programs produced the following results:

1) as measured by promotion to the next grade:

- Prekindergarten Program:
 - * No At-Risk participants
- Tutorial Program:
 - * 80% for At-Risk participants in Kindergarten
 - * 0% for At-Risk participants in first and second grade
- Reading and Math Pullout Program:
 - * 95% for At-Risk participants in Kindergarten
 - * 0% for At-Risk participants in first and second grade
- Individualized Instruction:
 - * No At-Risk participants in Kindergarten and first grade
 - * 100% for At-Risk participants in second grade

2) as measured by achieving passing scores on the STAAR tests:

- Tutorial Program:
 - Reading
 - 100% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This exceeded the 92% passing rate for all Non At-Risk students.
 - 46% for fourth grade At-Risk participants. This matched the 46% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
 - 59% for fifth grade At-Risk participants. This matched the 59% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
 - 60% for sixth grade At-Risk participants. This matched the 60% passing rate for all At-Risk students, but was less than the 76% passing rate for Non At-Risk students.
 - 17% for seventh grade At-Risk participants. This matched the 17% passing rate for all At-Risk students, but was less than the 95% passing rate for Non At-Risk students.
 - 50% for eighth grade At-Risk participants. This matched the 50% passing rate for all At-Risk students, but was less than the 96% passing rate for Non At-Risk students.

Math

- 100% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This exceeded the 88% passing rate for Non At-Risk students.
- 77% for fourth grade At-Risk participants. This matched the 77% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
- 71% for fifth grade At-Risk participants. This matched the 71% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- 100% for sixth grade At-Risk participants. This matched the 100% passing rate for all At-Risk students and exceeded the 84% passing rate for Non At-Risk students.
- 33% for seventh grade At-Risk participants. This matched the 33% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- 50% for eighth grade At-Risk participants. This matched the 50% passing rate for all At-Risk students, but was less than the 89% passing rate for Non At-Risk students.

Writing

- 23% for fourth grade At-Risk participants. This matched the 23% passing rate for all At-Risk students, but was less than the 88% passing rate for Non At-Risk students.
- 33% for seventh grade At-Risk participants. This matched the 33% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.

Science

- 59% for fifth grade At-Risk participants. This matched the 59% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- 63% for eighth grade At-Risk participants. This matched the 63% passing rate for all At-Risk students, but was less than the 96% passing rate for Non At-Risk students.

Social Studies

- 13% for eighth grade At-Risk participants. This matched the 13% passing rate for all At-Risk students, but was less than the 70% passing rate for Non At-Risk students.

• Reading and Math Pullout Program:

Reading

- 100% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This exceeded the 92% passing rate for all Non At-Risk students.
- 46% for fourth grade At-Risk participants. This matched the 46% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
- 59% for fifth grade At-Risk participants. This matched the 59% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
- No At-Risk participants in sixth, seventh, and eighth grade.

Math

- 100% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This exceeded the 88% passing rate for Non At-Risk students.
- 77% for fourth grade At-Risk participants. This matched the 77% passing rate for all At-Risk students, but was less than the 94% passing rate for Non At-Risk students.
- 71% for fifth grade At-Risk participants. This matched the 71% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- No At-Risk participants in sixth, seventh, and eighth grade.

Writing

- 23% for fourth grade At-Risk participants. This matched the 23% passing rate for all At-Risk students, but was less than the 88% passing rate for Non At-Risk students.
- No At-Risk participants in seventh grade.

• Content Mastery Program:

Reading

- 60% for sixth grade At-Risk participants. This matched the 60% passing rate for all At-Risk students, but was less than 76% passing rate for Non At-Risk students.
- 17% for seventh grade At-Risk participants. This matched the 17% passing rate for all At-Risk students, but was less than the 95% passing rate for Non At-Risk students.
- 0% for eighth grade At-Risk participants. This was less than the 50% passing rate for all At-Risk students and the 96% passing rate for Non At-Risk students.

Math

- 100% for sixth grade At-Risk participants. This matched the 100% passing rate for all At-Risk students and exceeded the 84% passing rate for Non At-Risk students.
- 33% for seventh grade At-Risk participants. This matched the 33% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- 0% for eighth grade At-Risk participants. This was less than the 50% passing rate for all At-Risk students and the 89% passing rate for Non At-Risk students.

Writing

- 33% for seventh grade At-Risk participants. This matched the 33% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.

Science

- 63% for eighth grade At-Risk participants. This matched the 63% passing rate for all At-Risk students, but was less than the 96% passing rate for Non At-Risk students.

Social Studies

- 13% for eighth grade At-Risk participants. This matched the 13% passing rate for all At-Risk students, but was less than the 70% passing rate for Non At-Risk students.

• Individualized Instructional Services:

Reading

- 50% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This was less than the 92% passing rate for all Non At-Risk students.
- 29% for fourth grade At-Risk participants. This was less than the 46% passing rate for all At-Risk students and the 94% passing rate for Non At-Risk students.
- 0% for fifth grade At-Risk participants. This was less than the 59% passing rate for all At-Risk students and the 94% passing rate for Non At-Risk students.
- 50% for sixth grade At-Risk participants. This was less than the 60% passing rate for all At-Risk students and the 76% passing rate for Non At-Risk students.
- 50% for seventh grade At-Risk participants. This exceeded the 17% passing rate for all At-Risk students, but was less than the 95% passing rate for Non At-Risk students.
- 50% for eighth grade At-Risk participants. This matched the 50% passing rate for all At-Risk students, but was less than the 96% passing rate for Non At-Risk students.

Math

- 50% for third grade At-Risk participants. No scores were reported for At-Risk students due to the small number of participants. This was less than the 88% passing rate for Non At-Risk students.
- 43% for fourth grade At-Risk participants. This was less than the 77% passing rate for all At-Risk students and the 94% passing rate for Non At-Risk students.
- 33% for fifth grade At-Risk participants. This was less than the 71% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.
- 33% for sixth grade At-Risk participants. This was less than the 100% passing rate for all At-Risk students and the 84% passing rate for Non At-Risk students.
- 50% for seventh grade At-Risk participants. This exceeded the 33% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.
- 50% for eighth grade At-Risk participants. This matched the 50% passing rate for all At-Risk students, but was less than the 89% passing rate for Non At-Risk students.

Writing

- 14% for fourth grade At-Risk participants. This was less than the 23% passing rate for all At-Risk students and the 88% passing rate for Non At-Risk students.
- 0% for seventh grade At-Risk participants. This was less than the 33% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.

Science

- 17% for fifth grade At-Risk participants. This was less than the 59% passing rate for all At-Risk students and the 100% passing rate for Non At-Risk students.
- 83% for eighth grade At-Risk participants. This exceeded the 63% passing rate for all At-Risk students, but was less than the 96% passing rate for Non At-Risk students.

Social Studies

- 17% for eighth grade At-Risk participants. This exceeded the 13% passing rate for all At-Risk students, but was less than the 70% passing rate for Non At-Risk students.

Neches High School

The High School programs produced the following results:

1) as measured by achieving passing scores on the STAAR EOC exams:

• Tutorial Program:

English I

- 31% for At-Risk participants. This exceeded the 25% passing rate for all At-Risk students, but was less than the 84% passing rate for Non At-Risk students.

English II

- 14% for At-Risk participants. This exceeded the 7% passing rate for all At-Risk students, but was less than the 81% passing rate for Non At-Risk students.

Algebra I

- 55% for At-Risk participants. This exceeded the 38% passing rate for all At-Risk students, but was less than the 89% passing rate for Non At-Risk students.

Biology

- 91% for At-Risk participants. This exceeded the 88% passing rate for all At-Risk students and the 90% passing rate for Non At-Risk students.

U.S. History

- 83% for At-Risk participants. This exceeded the 82% passing rate for all At-Risk students, but was less than the 100% passing rate for Non At-Risk students.

• Individualized Instructional Services:

English I

- 0% for At-Risk participants. This was less than the 25% passing rate for all At-Risk students and the 84% passing rate for Non At-Risk students.

English II

- 0% for At-Risk participants. This was less than the 7% passing rate for all At-Risk students and the 81% passing rate for Non At-Risk students.

Algebra I

- 0% for At-Risk participants. This was less than the 38% passing rate for all At-Risk students and the 89% passing rate for Non At-Risk students.

Biology

- 50% for At-Risk participants. This was less than the 88% passing rate for all At-Risk students and the 90% passing rate for Non At-Risk students.

U.S. History

- 100% for At-Risk participants. This exceeded the 82% passing rate for all At-Risk students and matched the 100% passing rate for Non At-Risk students.

• Math Models Program:

- * No At-Risk participants.

2) as measured by an increased high school completion rate:

• Tutorial Program:

- * 100% for At-Risk participants in twelfth grade.

• Individualized Instructional Services:

- * 100% for At-Risk participants in twelfth grade.

• Math Models Program:

- * No At-Risk participants.

Neches ISD

The DAEP Program produced the following results:

- 1) No participants in first through seventh grade and ninth through twelfth grade.
- 2) Due to the small number of participants in eighth grade, passing rates on the STAAR tests are not reported.

Evaluation:

Neches ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of at-risk participants, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success. Neches ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, reading and math pull-out, content mastery, math models, and discipline alternatives help increase academic achievement among students who are at risk of dropping out of school. Neches ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2016-2017 school year. If modifications do not improve the programs' success rates, they will be discontinued.

Goal: 1 **Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]**

Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.

<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: School Conference - Parent:Teacher conferences are scheduled at least once a semester. Progress reports will be provided to parents every three weeks with the six week grading period. Parents are invited to visit the campus and a parent may request a conference at any time. 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>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :School Records - - 12/16: 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).</p>	<p>Increased student achievement with the support of Neches ISD parents.</p>	<p>Documentation :School Records - - 05/17: School 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.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Parent and Community Involvement - Neches ISD has various activities and programs available to help parents become involved with their children's education. These include: * Campus level orientations to cover policies and procedures * Open House/Meet the Teacher * Meet the Tiger Night * Bring your parent to lunch day * Bring your grandparent to lunch day * Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, 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, FFA, etc. * Award Assemblies * Veterans Day * Parent Trainings to reinforce the importance of parent involvement	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff and Volunteers		Increased student achievement with the support of Neches ISD parents.	Documentation :Parent Involvement Records - - 05/17: 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.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</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 rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * NCLB School Report Cards, * Application of technology, * Safe and Drug-Free Schools and Communities Programs, * Notifications to parents if their child has failed one or more of the State Assessments, * School Choice Options. * SSI Student Success Initiative Meeting <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Parent Notification Resources	Documentation :Parent Contact Agendas and Logs - - 12/16: 100% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.	Increased student achievement with the support of Neches ISD parents.	Documentation :Parent Contact Agendas and Logs - - 05/17: 100% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC)(TI, A SW #6, #8) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The district will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the DPDMC and SBDMCs will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Neches ISD DPDMC, the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Neches ISD. Through the activities of the SBDMCs, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Neches ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2016 - 5/2017	Superintendent - Randy Snider	Local Funds - Time Contributions of Staff and Committee Members	Documentation :Agenda Minutes, Sign-in Sheets- 08/16: DPDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.	Increased student achievement with the support of Neches ISD parents.	Documentation :School Records- 10/16: A current DIP has been approved by the Neches ISD Board of Trustees.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The DPDMC, through the activities of the Superintendent, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program and include these components in the Neches Elementary and High School CIPs.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2016 - 5/2017	Superintendent - Randy Snider	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$1,311.00</p> <p>Federal - Title II, Part A TPTR - SECCA, Inc. Consulting Services \$600.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$5,266.00</p>	Documentation :Agenda Minutes, Sign-in Sheets - - 12/16: SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Neches Elementary and Neches High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documentation :School Records - - 05/17: Neches Elementary and Neches High School will receive the State Accountability Rating of Met Standard.

Goal: 1 Parents and community members will be full partners with educators in the education of their students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12th Neches ISD will provide strategies to strengthen parental and community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parent Involvement Program (TI, A SW #6) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary.</p> <p>An annual parent/community survey is distributed to parents, in which the survey results will be analyzed by the DPDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	<p>May 2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff and Parents</p>		<p>Increased student achievement with the support of Neches ISD parents.</p>	<p>Documentation :Parental Involvement Records- 05/17: 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.</p>

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>District Performance Objectives (TI, A SW #1) - The DPDMC 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>District performance objectives are based on data available through the comprehensive needs assessment process.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Informal Assessment :Classroom Assessment- 12/16: 80% of students will pass campus benchmark tests.</p>	<p>Increased academic achievement.</p>	<p>Informal Assessment :Classroom Assessment- 05/17: 90% of all students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Neches ISD participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Writing (grades 4, 7), Science (grades 5, 8), and Social Studies (grade 8). STAAR End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology, and U. S. History.</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>	<p>1/2017 - 6/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Testing Resources</p>	<p>Informal Assessment :Classroom Assessment- 12/16: 80% of students will pass campus benchmark tests.</p>	<p>Increased academic achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 **Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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 (TI, A SW #1, #2) - 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 Ed, ESL, White, Economically Disadvantaged, and At-Risk students. This includes Inclusion, Tutorials, Intervention programs, and RTI programs.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	<p>Local Funds - Time Contributions of Staff \$1,434,210.00</p> <p>Local Funds - Instructional Resources \$44,500.00</p>	<p>Informal Assessment :Classroom Assessment- 12/16: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.</p>	Increased academic achievement.	<p>Informal Assessment :Classroom Assessment - 05/17: 100% of students in grades PK – 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>Activity:</p> <p>Assessments - Students in grades PK – 3 are given assessments at the beginning of the year to determine their performance level. STAR Reading and Math are administered in grades K - 3, the TPRI in grades K – 2, I-Station in grades K - 3, and Think through Math in grade 3.</p> <p>Throughout the year, Benchmark assessments given twice a year, weekly classroom assessments, and STAR Reading and Math given once a month are administered to evaluate the student's progress.</p> <p>Students in grades 4 - 8 are administered STAR Reading and Math tests, end of year benchmark assessments, and other assessments such as Think Through Math, Compass Learning, and IXL to measure progress.</p> <p>High School students are administered Benchmark assessments to evaluate their performance.</p> <p>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.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Assessment Instruments and Testing Materials \$1,500.00</p>	<p>Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.</p>	<p>Increased academic achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>Early Intervention Program (TI, A SW #7) - 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 eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless.</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>8/2016 - 5/2017</p>	<p>Elementary Principal - Kimberlyn Snider Prekindergarten Teacher - Emily McNeiln</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of PK Staff FTE: 2.20 \$23,321.13</p> <p>Federal - Title I, Part A - Time Contributions of PK Teacher FTE: 0.29 \$10,408.99</p> <p>State - Supplemental Funding for Prekindergarten - Supplemental Resources \$537.00</p>	<p>Informal Assessment :Classroom Assessment- 12/16: 80% of all students performing at mastery level of appropriate developmental skills, as indicated by teacher records.</p>	<p>Increased academic achievement.</p>	<p>Informal Assessment :Classroom Assessment- 05/17: 90% of all PK students will master the State's Prekindergarten Guidelines.</p>

District Improvement Plan
Neches ISD 2016-2017

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>Activity:</p> <p>Prekindergarten Transition Services (TI, A SW #7) - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Neches Elementary.</p> <p>Activities to ensure smooth transitioning from Head Start and 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>8/2016 - 5/2017</p>	<p>Elementary Principal - Kimberlyn Snider Prekindergarten Aide - Cynthia Alvarez</p>	<p>Coordinated Funds - Time Contributions of PK Staff</p>	<p>Informal Assessment :Classroom Assessment - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.</p>	<p>Increased academic achievement.</p>	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of all PK students will master the State's Prekindergarten Guidelines.</p>
<p>Strategy:</p> <p>Accelerated Instruction (TI, A SW #2, #9) - Neches ISD 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>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Federal - Title I, Part A - Supplemental Instructional Resources \$68.00</p> <p>Federal - Title II, Part A TPTR - Supplemental Instructional Resources \$1,075.00</p>		<p>Increased academic achievement.</p>	<p>Documentation :School Records- 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented</p>

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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
Activity: Assessment "Students at Risk of Dropping out of School" - Neches ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) is pregnant or is a parent;	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessment - - 12/16: 80% of the students meeting the State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic achievement.	Documentation :Student Records - - 05/17: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 2 Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

District Improvement Plan
Neches ISD 2016-2017

Goal: 2 **Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>Activity: Tutorial Intervention Program - Tutorial assistance is provided to assist students in grades K - 12 with subject mastery in Math, Reading, Writing, Science, or Social Studies. Students receive assistance after school in an Extended Day Intervention Program for 30 to 60 minutes.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	<p>State - State Compensatory Education (SCE) - Time Contributions of Elementary Tutorial Teachers \$15,446.70</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Elementary Tutorial Teachers \$9,268.02</p>	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.	Increased academic achievement.	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of all students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: Reading and Math Assistance - A Supplemental pull-out class will provide assistance in Reading and Math for elementary students in grades K – 8 who are struggling in those areas. The Reading intervention program, Read Right, will be used, along with Accelerated Reader to expand the reading skills of struggling students.</p> <p>A classroom aide will provide small group and individualized instruction in the classroom under the supervision of classroom teachers.</p>	8/2016 - 5/2017	Elementary Principal - Kimberlyn Snider Pull-Out Teacher - Jennifer Sparks	<p>State - State Compensatory Education (SCE) - Time Contributions of Reading/Math Teacher FTE: 0.41 \$19,851.46</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Instructional Aide FTE: 1.00 \$15,876.34</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$1,000.00</p>	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.	Increased academic achievement.	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 8 will pass the appropriate STAAR test.</p>

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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: Content Mastery - The Content Mastery teacher will provide students in grades 6 – 8 who are at risk of dropping out of school with supplemental assistance in core subject areas. The subject areas of Math, Language Arts, Science, and Social are the primary targets, including Reading in the content area. One-on-one and small group instruction is maintained along with modified pacing and accommodating individual learning styles and needs.</p>	8/2016 - 5/2017	Elementary Principal - Kimberlyn Snider Content Mastery Teacher - Jamie Miller	State - State Compensatory Education (SCE) - Time Contributions of Content Master Teacher FTE: 0.73 \$33,955.01	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.	Increased academic achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 6 – 8 will pass all appropriate grade level and subject area STAAR tests.
<p>Activity: Math Models - The Math Models teachers will identify, monitor, and provide instructional support for students identified as being at risk of dropping out of school with supplemental assistance in Math. Emphasis is placed on review of basic number concept, operations, problem solving, measurement, geometry, probability and statistics, as well as, the use of calculators and computers. The teachers reinforces math skills to improve the students' ability to work with abstract applications necessary for success on the STAAR End of Course Algebra I Exam.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Math Teacher - Morgan Roberson Math Teacher - Lance Satterwhite	State - State Compensatory Education (SCE) - Time Contributions of Math Models Teachers FTE: 0.28 \$10,379.69	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.	Increased academic achievement.	Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 9 - 12 will pass the STAAR Algebra I EOC exam.

District Improvement Plan
Neches ISD 2016-2017

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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>At-Risk Instructional Services (TI, SW #2, #9) - School districts that have less than 500 students enrolled during the school year may partially fund regular education teachers, based on the percentage of students at risk of dropping out of school to the total enrollment.</p> <p>The teachers will assess each student before placement using instructional materials and will modify instruction as necessary.</p> <p>The teachers will ensure that each student is working at appropriate software levels and that those levels are modified as necessary using learning styles strategies. The teachers will have other assessment data available as a resource tool in determining which skills students are in need of supplemental assistance.</p> <p>A classroom aide will provide small group and individualized instruction in the classroom under the supervision of classroom teachers.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Staff FTE: 2.45 \$95,462.25</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Instructional Aide FTE: 1.00 \$15,961.59</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$1,000.00</p>	<p>Informal Assessment :Classroom Assessment - - 12/16: 80% of students will pass campus benchmark tests.</p>	<p>Increased academic achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 9 – 12 will pass all appropriate subject area STAAR EOC exams.</p>
<p>Strategy:</p> <p>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).</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Supplemental Instructional Resources \$1,000.00</p>	<p>Documentation :Student Records- 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Documentation :Student Records- 05/17: 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.</p>

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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>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 has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>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) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>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.</p>	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	<p>Local Funds - Assessment Instruments and Testing Materials</p> <p>Local Funds - Special Education Counseling Services \$24,080.00</p>		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documentation :School Records - - 05/17: 100% of referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Modifications - Neches ISD 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 through 12 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 A – an online assessment in the same grades and subjects as the STAAR, but will provide support such as visual aids, graphic organizers, clarifications and text-to-speech functionality. c) STAAR Alternate 2 – will assess students who have	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Special Education Teacher - Ashley Radford Special Education Teacher - Kay Campbell	Local Funds - Time Contributions of Special Education Staff \$284,936.00	Documentation :Student Records - - 12/16: 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.	Documentation :Student Records - - 05/17: 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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 Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Neches High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>		<p>Students receive the transition services necessary to be successful in high school.</p>	<p>Documentation :Student Records - - 05/17: Transition activities are 100% in line with students' IEPs.</p>

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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>English as a Second Language (ESL) Program - Neches ISD offers an English as a Second Language (ESL) Program whose goal is to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</p> <p>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 LEP students to participate equitably in school.</p> <p>Neches ISD is in a shared service arrangement (SSA) with Region VII.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Federal - Title III, Part A - LEP - Region VII SSA \$586.00</p>	<p>See activities below.</p>	<p>Students exiting LEP designation by LPAC.</p>	<p>See activities below.</p>

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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>Limited English Proficient 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.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K - 12. In grades K - 1, TELPAS includes holistically rated listening, speaking, reading and writing assessments. In grades 3 - 12, this includes multi-choice reading test, holistically-rated writing collection, and holistically-rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p>	<p>Informal Assessment :Classroom Assessment - - 12/16: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.</p>	<p>Increased academic achievement</p>	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students passing formal and informal assessment instruments.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of all students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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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 English Language Learners - 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>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of ESL Staff</p>	<p>Informal Assessment :Classroom Assessment - - 12/16: 80% of students passing formal and informal assessment instruments</p>	<p>Increased academic achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 **Neches ISD students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [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>Activity:</p> <p>ESL Exit from Program - To exit from an ESL program, a student may be classified 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. A student may not be exited from the ESL language program in prekindergarten or kindergarten. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.</p> <p>The LPAC reviews each limited English proficiency 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:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the 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.</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and LPAC</p>	<p>Documentation :Student Records - - 12/16: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Increased academic achievement.</p>	<p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass the STAAR Reading tests and or STAAR English EOC exams in English and/or Spanish.</p>

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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: 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>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment- 12/16: 80% of Migrant students passing formal and informal assessment instruments.	Increased academic achievement.	Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of Migrant students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy: Dyslexia Program - Neches ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	See activities below.	Increased academic achievement.	See activities below.

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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>Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexic students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.</p>	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessment - - 12/16: 100% of students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased academic achievement.	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students in grades K - 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Modifications for Dyslexia - At Neches ISD, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis.</p> <p>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>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment - - 12/16: 80% of students will demonstrate improved reading and comprehension skills.	Increased academic achievement.	<p>Informal Assessment :Classroom Assessment - - 05/17: 90% of students in grades K - 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass the appropriate grade-level and subject-area STAAR tests.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	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.	Documentation :Counselor Records- 05/17: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

District Improvement Plan
Neches ISD 2016-2017

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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>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.</p>	8/2016 - 5/2017	Superintendent - Randy Snider	Local Funds - Time Contributions of Ancillary Staff	Documentation :Campus Records - 12/16: 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".	Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of students in grades 3 – 12 will pass all appropriate grade-level and subject-area STAAR tests.
<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. 	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	<p>Local Funds - Time Contributions of Counselor \$44,604.00</p> <p>Local Funds - Counseling Resources \$130.00</p>	Documentation :Counselor Records - - 12/16: 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.	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 Assessment - - 05/17: 90% of all students will pass EOY benchmark tests.</p> <p>Criterion-Referenced Tests :STAAR Tests - - 05/17: 100% of students in grades 3 – 12 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 and * Tech Support. 	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	<p>Local Funds - Time Contributions of Library Staff \$16,921.00</p> <p>Local Funds - Reading Materials \$1,500.00</p>	Documentation :School Records - - 12/16: All Neches ISD 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.	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.	Documentation :School Records - - 06/17: An increase of 25% or more in the circulation of library materials.

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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>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>	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Homeless Resources	Documentation :Agenda Minutes, Sign-in Sheets - - 12/16: 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.	Increased academic achievement.	Informal Assessment :Classroom Assessment - - 05/17: 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.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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; and * Encourage attendance by providing alternative setting in AEP for students who violate the Student Code of Conduct. <p>The Principals 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>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	<p>Documentation :Parent Contact Agendas and Logs- 08/16: Parent Contact logs show that parents have been provided attendance information.</p> <p>Documentation :Parent Contact Agendas and Logs- 12/16: 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 ISD will encourage increased student attendance.	<p>Documentation :Attendance Records- 05/17: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documentation :Parent Contact Agendas and Logs - 05/17: Contact with 10% of parents/guardians of students who have excessive absences.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dropout Prevention Program (TI, A SW #2, #9) - 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.	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records- 12/16: Attendance Records reflect an attendance rate at 97% or above.	Achieve student dropout rate of 0%.	Documentation :Student Records- 05/17: 100% of students will be promoted to the next grade level or obtain a high school diploma.
Strategy: Extracurricular Activities - Neches High 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.	8/2016 - 5/2017	High School Principal - Trent Cook	Local Funds - Time Contributions of Extra-Curricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records- 05/17: 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. (TI, A SW #10) [TEC §4.001 (b)(5)]

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. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance and Counseling (TI, A SW #10) - 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. College preparatory courses and concurrent enrollment opportunities will be offered. Students will be counseled to encourage enrollment in advanced and honor courses; * Career: Career Awareness in grades 7 and 8 will be promoted through visits from outside professionals, mentors, and the use of career resources to help guide students in career and academic decisions; 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. Participation in college entrance exams will be encouraged through increasing parent awareness of the importance of the PSAT, SAT and ACT testing through newsletters and meetings; encouraging students to take the PSAT; encouraging minority students to take the college entrance exams and providing access to SAT	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Staff		Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documentation :Student Records- 05/17: All students complete High School with ideas of potential careers and goals to prepare themselves for further successful studies.

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. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
and ACT prep materials; 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 by directing students into Distinguished Achievement Program whenever appropriate; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits by promoting concurrent classes with area colleges, offering college credit classes outside of the regular school day, and exploring distance learning classes as a way to expand the curriculum. The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.						

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. (TI, A SW #10) [TEC §4.001 (b)(5)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career and Technical Education (TI, A SW #10) - Neches ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Programs offered include:</p> <p>Agriculture: Advanced Animal Science, Agriculture Fabrication, Agriculture Power Systems, Small Animal Management, Agricultural Science 101, Agricultural Science 221, and Agricultural Mechanics</p> <p>Business: Business Computers and Information Systems (BCIS), Computer App, Business Information Management, and Accounting</p> <p>Human Services: Interpersonal Studies, Leadership, Child Development, Culinary Arts, and Lifetime Nutrition and Wellness</p> <p>Health Sciences: Anatomy and Physiology and Medical Terminology</p> <p>Certifications are offered for Certified Nursing Assistant (CNA), Hunter's Safety, Welder's Certification, Microsoft, and Adobe.</p> <p>Dual credit classes are offered through Trinity Valley Community College for students in grades 11 and 12 in Computer Science, Medical Terminology, Nutrition, BCIS, and CNA.</p> <p>The district will support</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook</p>	<p>State - Career and Technology Block Grant - Time Contributions of CTE Staff \$105,456.00</p> <p>State - Career and Technology Block Grant - CTE Resources \$13,000.00</p> <p>State - Career and Technology Block Grant - CTE Expenses and Fees \$1,500.00</p> <p>Federal - Title I, Part C Carl D. Perkins Career and Technical Education Grant - Region VII Carl Perkins Consortium \$2,343.00</p>	<p>Informal Assessment :Classroom Assessment- 12/16: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Increased academic achievement.</p>	<p>Documentation :Campus Records- 05/17: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.</p>

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. (TI, A SW #10) [TEC §4.001 (b)(5)]
 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>
cross-curricular teaming between CTE teachers and core-content teachers to ensure consistent reinforcement of the TEKS.						

<p>Goal: 5</p> <p>Objective(s):</p> <p>PK-12th</p> <p>PK-12th</p> <p>PK-11th</p> <p>PK-12th</p> <p>PK-12th</p>	<p>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. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>Attract and retain fully certified teachers.</p> <p>Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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>
<p>Strategy:</p> <p>Professional Development Program (TI, A SW #4, #5) - Through the DPDMC, SBDMCs, 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:</p> <p>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</p> <p>* will be intense and sustained; and</p> <p>* are tied to the TEKS and STAAR.</p> <p>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.</p>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Kimberlyn Snider High School Principal - Trent Cook Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and Committee Members</p>	<p>Documentation :Professional Development Records- 08/16: A PD Program will have been designed to have met the needs of the Neches ISD faculty.</p>	<p>Increase in student performance as professional development activities focus on needs of faculty.</p>	<p>Documentation :Professional Development Records- 04/17: The Principals and the SBDMCs have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.</p>

<p>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. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12th Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>PK-12th Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>PK-11th Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>PK-12th Attract and retain fully certified teachers.</p> <p>PK-12th Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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>Professional Development Focuses - Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Staff development to meet state requirements for Confidentiality, Science Safety updates, Blood Borne Pathogens, Dating Violence, CPS, Bullying, and Sexual Harassment * Paraprofessional Institute * Update training for all staff on district procedures for supporting students who are ELLs, 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 	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Counselor - Sha-Ree Hudson	<p>Local Funds - Time Contributions of Staff and Faculty</p> <p>Local Funds - Professional Development Travel and Subsistence</p> <p style="text-align: right;">\$2,400.00</p>	<p>Informal Assessment</p> <p>:Classroom Assessment - - 12/16: 80% of students will pass campus TEKS-based benchmark tests.</p>	Increase in student performance as professional development activities focus on needs of faculty.	<p>Informal Assessment</p> <p>:Classroom Assessment - - 05/17: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Tests</p> <p>:STAAR Tests - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

<p>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. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12th Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%. PK-12th Maintain the percentage of teachers receiving high quality professional development on each campus. PK-11th Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers. PK-12th Attract and retain fully certified teachers. PK-12th Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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: Evaluation of Professional Development Program - The Neches ISD PD 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.</p>	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessment- 12/16: 80% of students will pass campus TEKS-based benchmark tests.	Increase in student performance as professional development activities focus on needs of faculty.	Informal Assessment :Classroom Assessment- 05/17: 90% of students will pass campus benchmark tests. Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

<p>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. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</p> <p>Objective(s): PK-12th Maintain the percentage of core academic subject area classes taught by fully certified teachers on each campus at 100%.</p> <p>PK-12th Maintain the percentage of teachers receiving high quality professional development on each campus.</p> <p>PK-11th Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-certified teachers.</p> <p>PK-12th Attract and retain fully certified teachers.</p> <p>PK-12th Assist teacher not currently fully certified to meet the certification requirements in a timely manner.</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>Recruitment and Retention Initiatives (TI, A SW #3, #5) - The DPDMC, 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 ISD has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Neches ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. In addition, NISD will offer a Mentor Program.</p> <p>Neches ISD offers stipends for the high needs areas of Math and Science, as well as, retention stipends for personnel. The NISD compensation plan will increase compensation above the state scale for teachers. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Neches ISD.</p>	8/2016 - 5/2017	Superintendent - Randy Snider	<p>Federal - Title II, Part A TPTR - Retention Stipends \$10,340.15</p> <p>Federal - Title I, Part A - Retention Stipends \$53,774.70</p>		100% Fully Certified Faculty.	Documentation :HR Records- 05/17: Neches ISD 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. (TI, A SW #2)
[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>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #2) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (TI, A SW #2) - Neches Elementary and High 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	8/2016 - 5/2017	Technology Director - Rick Seymour High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff State - State Compensatory Education (SCE) - Renaissance Site License \$5,300.00	Documentation :Lesson Plans- 12/16: 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.	Criterion-Referenced Tests :STAAR Tests- 05/17: 100% of all students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #2) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>training on equipment such as smart boards and document cameras and the programs available for instruction.</p> <p>Strategy: Technology Acceptable Use Policy - Every Neches ISD faculty member, student and parent having access to Neches computers, networked, Internet connected—or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Neches ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Neches ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Neches ISD School Board Policy CQ (Local).</p>	8/2016 - 5/2017	Technology Director - Rick Seymour	Local Funds - Acceptable Use Policy	Documentation :School Records- 08/16: 100% of the faculty, students and parents at Neches ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.	Documentation :School Records- 05/17: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

Goal: 7 Neches ISD 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. (TI, A SW #10) [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>

Goal: 7 Neches ISD 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. (TI, A SW #10) [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: 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: 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	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider School Nurse - Kristi Braaton	Local Funds - Time Contributions of Staff	Documentation :Discipline Records- 12/16: 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.	Documentation :Discipline Records- 05/17: 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.

Goal: 7 Neches ISD 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. (TI, A SW #10) [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>
social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.						

Goal: 7 Neches ISD 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. (TI, A SW #10) [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: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. Texas Education Code 28.004(c) 	<p>8/2016 - 5/2017</p>	<p>Superintendent - Randy Snider</p>	<p>Local Funds - Time Contributions of Committee Members</p>		<p>Improved student health and wellness.</p>	<p>Documentation :School Records - - 05/17: Local Board Policies reflect all new mandated medical and health-related policies, as well as Neches ISD's specific policies.</p>

Goal: 7 **Neches ISD 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. (TI, A SW #10) [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>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW #10) - The health and safety of Neches ISD students is of utmost importance, and the district 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 ISD 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 * Annual Safety inspections and presentations * Evaluate the use of surveillance cameras at all gates and entry ways * Annual notification and training on the school defibrillator * Abstinence Program implemented in grades 6 – 8 * Character Education Program * Training on blood borne pathogens and annual CPR/AED training 	<p>8/2016 - 5/2017</p>	<p>Superintendent - Randy Snider High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documentation :Discipline Records- 12/16: 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>Documentation :Discipline Records- 05/17: 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>

District Improvement Plan
Neches ISD 2016-2017

<p>Goal: 7 Neches ISD 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. (TI, A SW #10) [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>Activity:</p> <p>Emergency Response - Staff will review annually the Emergency Response Plan and monitor monthly. This includes policies for</p> <ul style="list-style-type: none"> * Shelter in Place, * Severe Weather, * Building Evacuation, * Site Evacuation, * Telephone Logs, * Student Lists, * Off Site Evacuations, * Hazard Analysis and Critical Control Points (HACCP), and * Lockdowns/Evaluations. 	8/2016 - 5/2017	High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider	Local Funds - Time Contributions of Staff		Effective practices for school safety and security.	Documentation :School Records - - 05/17: Staff, students and parents are aware of district plans and procedures for a safe, secure, and orderly environment.
<p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - Neches High School students will be knowledgeable about the Student Code of conduct, campus rules, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Neches ISD students who have violated the district code of conduct may be placed in the DAEP, which is provided through an arrangement with Westwood ISD. A regular education program with highly qualified teachers in each core subject areas and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2016 - 5/2017	High School Principal - Trent Cook	State - State Compensatory Education (SCE) - DAEP Student Tuition \$5,000.00	<p>Informal Assessment :Classroom Assessment - - 12/16: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	A safe learning environment for students, having a positive impact on student achievement.	Informal Assessment :Classroom Assessment - - 05/17: Final report card grades and STAAR assessments will indicate program's success.

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Objective(s):

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<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW #10) - 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>8/2016 - 5/2017</p>	<p>High School Principal - Trent Cook Elementary Principal - Kimberlyn Snider Counselor - Sha-Ree Hudson</p>	<p>Local Funds - Time Contributions of Staff and Community</p>	<p>Documentation :Discipline Records - - 12/16: 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>Documentation :Discipline Records - - 05/17: 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>

Goal: 7 Neches ISD 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. (TI, A SW #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

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<p>Activity:</p> <p>Pregnancy Related Services (PRS) (TI, A SW #2) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Sha-Ree Hudson School Nurse - Kristi Braaton</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Documentation :Campus Records - - 12/16: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Campus Records - - 05/17: Campus Records indicate all students graduate from school.</p>

<p>Goal: 7 Neches ISD 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. (TI, A SW #10) [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>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child,</p>	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Staff	Documentation :School Records- 08/16: Sexual Abuse policy has been distributed to staff, parents and students.	A safe and disciplined environment conducive to student learning.	Documentation :School Records- 05/17: Sexual Abuse policy will have been implemented.

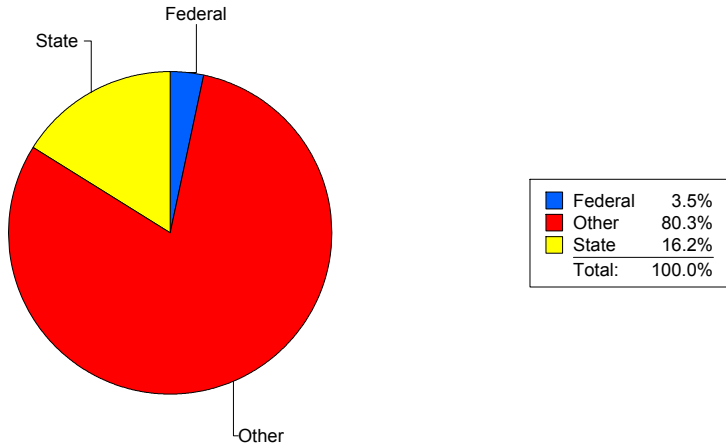
Goal: 7 **Neches ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**

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<p>confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs.</p> <p>To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

<p>Goal: 7 Neches ISD 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. (TI, A SW #10) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
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<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <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 <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <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 	8/2016 - 5/2017	Counselor - Sha-Ree Hudson	Local Funds - Time Contributions of Counselor	Documentation :Counselor Records- 12/16: 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.	Documentation :Counselor Records- 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



District Improvement Plan
Neches ISD 2016-2017

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contributions of PK Teacher	0.29	\$10408.99
Supplemental Instructional Resources	0.00	\$68.00
Retention Stipends	0.00	\$53774.70
SECCA, Inc. Consulting Services	0.00	\$1311.00
Title I, Part C Carl D. Perkins Career and Technical Education Grant		
Region VII Carl Perkins Consortium	0.00	\$2343.00
Title II, Part A TPTR		
Supplemental Instructional Resources	0.00	\$1075.00
Retention Stipends	0.00	\$10340.15
SECCA, Inc. Consulting Services	0.00	\$600.00
Title III, Part A - LEP		

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title III, Part A - LEP		
Region VII SSA	0.00	\$586.00
		<hr/>
		\$80,506.84
		<hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of PK Staff	0.00	\$0.00
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Committee Members	0.00	\$0.00
Time Contributions of Staff and Parents	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 Extra-Curricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Testing Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$1434210.00
Instructional Resources	0.00	\$44500.00
Time Contributions of Staff and Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

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
Supplemental Instructional Resources	0.00	\$1000.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of 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 Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Volunteers	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Professional Development Travel and Subsistence	0.00	\$2400.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Special Education Counseling Services	0.00	\$24080.00
Time Contributions of Special Education Staff	0.00	\$284936.00
Time Contribution of Related Services Personnel	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff and LPAC	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$10589.00
Time Contributions of Counselor	0.00	\$44604.00
Counseling Resources	0.00	\$130.00
Time Contributions of Library Staff	0.00	\$16921.00
Reading Materials	0.00	\$1500.00
Homeless Resources	0.00	\$0.00
Time Contributions of Staff and Community	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$1500.00
		\$1,866,370.00
State	<u>FTE</u>	<u>DollarValue</u>
Career and Technology Block Grant		
Time Contributions of CTE Staff	0.00	\$105456.00
CTE Resources	0.00	\$13000.00
CTE Expenses and Fees	0.00	\$1500.00
State Compensatory Education (SCE)		
Renaissance Site License	0.00	\$5300.00
Time Contributions of PK Staff	2.20	\$23321.13
SECCA, Inc. Consulting Services	0.00	\$5266.00
Time Contributions of Elementary Tutorial Teachers	0.00	\$9268.02

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Elementary Tutorial Teachers	0.00	\$15446.70
Time Contributions of Reading/Math Teacher	0.41	\$19851.46
Time Contributions of Instructional Aide	1.00	\$15876.34
Supplemental Instructional Resources	0.00	\$1000.00
Time Contributions of Content Master Teacher	0.73	\$33955.01
Time Contributions of Math Models Teachers	0.28	\$10379.69
Time Contributions of Staff	2.45	\$95462.25
Time Contributions of Instructional Aide	1.00	\$15961.59
Supplemental Instructional Resources	0.00	\$1000.00
DAEP Student Tuition	0.00	\$5000.00
Supplemental Funding for Prekindergarten		
Supplemental Resources	0.00	\$537.00
		<u>\$377,581.19</u>
Grand Total:		\$2,324,458.03