Natalia High School
Targeted Improvement Plan (TIP)
2026-2027

School System Information

School Name: Natalia High School
Interim Superintendent:
Principal: Fernando Torres
District Coordinator of School Improvement: Amanda Lopez

Student Outcome Goals

Goal 1: By the end of the school year 2025-2026, 45% of all ELA/Reading EOC will perform at the Meets Grade Level or Above.

Goal 2: By the end of the school year 2025-2026, 25% of Algebra I Math EOC will perform at the Meets Grade Level or Above.

Goal 3: By the end of the school year 2025-2026, a goal of 20 component points will be met for the Academic Achievement Component of Domain III.

Goal 4: By the end of the school year 2025-2026, a goal of 18 component points will be met for the Academic Growth Status Component of Domain III.

Goal 5: By the end of the school year 2025-2026, a goal of 2 component points will be met for the ELP Status Component of Domain III.

Goal 6: By the end of the school year 2025-2026, a goal of 8 component points will be met for the School Quality Status Component of Domain III.

School Improvement Strategy

Strategy: Intensive Curriculum and Instruction Improvements

Potential Grants for SY 2026-2029: LASO 4 - LIFT with PLC Add-On support

Strategy Implementation Support: ESC Region 20

Curriculum and Instruction

2025-2026 Math and Reading Adopted Curriculum

- Algebra - Bluebonnet Secondary Math
- English I and English - SAVVAS
- Biology - BioZone
- US History - McGraw-Hill

Math and Reading Curriculum for SY 2026-2027

- Algebra - Bluebonnet Secondary Math
- English I and English - SAVVAS

Curriculum Required Instructional Minutes (based on a five-day school week)

- Bluebonnet Secondary Math - 225 minutes
- Carnegie Learning
- SAVVAS - 225 minutes

Current HS Master Schedule instructional minutes (based on a four-day school week)

- English I and English II - 220 Minutes
- Algebra I - 220 minutes

Academic Calendar

The current 2025-2026 academic calendar contains 155 instructional days. The district will take the following steps to ensure a 165-day calendar is adopted and implemented in 2026-2027.

In early January 2026, district leadership will begin collecting stakeholder input on the 2026-2027 academic calendar. Information will be shared with stakeholders and the board of trustees regarding the impact of a less than 165 instructional day academic calendar on student outcomes.   Early Spring 2026, district leadership will develop several draft calendars for the upcoming school years. While all drafts will not contain less than 165 school days of instruction they may provide a hybrid between the 4 day and 5-day school year.

Assessment Plan

Unit Assessments:
- Natalia High School utilizes a systematic and TEKS-aligned approach to assessment and data analysis to drive instructional improvement. In Algebra I, teachers administer Bluebonnet Curriculum embedded assessments, while ELA subject areas use assessments aligned to the SAAVAS curriculum and/or the TCMPC scope and sequence to ensure rigor and alignment with state standards. Assessment results are entered into a campus-wide data tracker within 1–3 days, allowing teachers and instructional leaders to quickly identify proficiency levels, skill gaps, misconceptions, and performance trends across classrooms and student subgroups. These data insights directly inform instructional planning, including reteaching, targeted small-group interventions, and adjustments to whole-group instruction. During scheduled data meetings, staff utilize standardized analysis protocols—such as "What do we notice? What do we wonder? Now what?"—to review item-level TEKS performance, analyze mastery of standards, and document clear next steps for reteaching and progress monitoring. Teachers further assess ongoing understanding through online exit tickets in IXL, ensuring misconceptions are addressed

promptly. This consistent, timely, and collaborative approach to assessment and data analysis strengthens instructional practices and supports improved student outcomes across the campus.

Formative Assessments:
- Natalia High School integrates formative assessment as an essential component of daily instruction to monitor student understanding and guide responsive teaching. Teachers employ a range of embedded formative measures, including exit tickets, quick checks, student work samples, and classroom observations, to gather real-time insights into student learning. All formative assessment results are entered into a shared campus tracker, where teachers monitor student progress on priority standards over time and identify emerging trends. This system enables staff to quickly identify students who may require additional support, targeted intervention, or enrichment based on their demonstrated performance. To ensure consistent monitoring, a color-coded tracker is created and updated weekly by teachers, providing a clear visual representation of progress and areas that require improvement. This structured approach to formative assessment strengthens instructional decision-making and ensures timely, data-informed support for every student.

Other assessments: Beginning of year and middle of year diagnostic assessments using mClass (5th grade RLA), IXL (RLA & Math), and NWEA MAP growth.

PLCs

Will you have a PLC? For who? How frequently will they occur? Who will facilitate? Describe the PLC protocols that will be used? What topics will be covered? Elaborate on any lesson internalization protocols, student work analysis, and data analysis.

- Natalia High School will establish dedicated PLCs for all EOC-tested subjects, ensuring a collaborative and coordinated instructional approach. Each PLC will include core content teachers, special education and 504 support staff, ESL support personnel, and members of the instructional leadership team. These groups will meet weekly for one class period to engage in purposeful collaboration focused on improving student outcomes. The Academic Dean and campus administrators will facilitate each meeting, prepare agendas aligned to EOC pacing expectations and performance goals, and guide teachers through structured, data-driven discussions. During these sessions, the team will analyze student performance data, identify instructional needs, plan targeted next steps, and determine appropriate interventions or supports. All decisions, action items, and follow-up commitments will be documented to ensure accountability and continuity of implementation. This PLC structure promotes consistent collaboration, aligned instruction, and focused efforts toward achieving improved performance on all EOC assessments.

PLC Protocols and Focus Areas
Topics Covered in EOC PLCs
- TEKS alignment and unpacking - PD
- EOC blueprint and item-type alignment - PD
- Lesson internalization and instructional planning
- Student work and writing analysis
- Benchmark and formative data analysis

- Reteach and intervention planning
- Tutorials and intervention cycle adjustments
- Vocabulary and academic language supports
- Progress monitoring for at-risk and bubble students
- Calibration of scoring for ELA essays and short responses

Core PLC Protocols for EOC Success
RBIS training for Math and English, EB training, and supporting special sub-population trainings. What is out there? How to check on how the training is being used? Observation tools on training updates?

- Natalia High School will implement structured PLC protocols to ensure consistent, data-informed collaboration that directly supports improved performance on all EOC assessments. Each PLC will engage in a Lesson Internalization Protocol focused on EOC readiness, beginning with a review of the targeted TEKS, including readiness and supporting standards. Teachers will analyze exemplar problems, passages, essays, DBQs, and lab tasks to anticipate likely student misconceptions based on historical EOC trends. During this process, the team will clarify success criteria, identify look-fors for mastery, and plan instruction that includes modeled think-alouds, question stems aligned to EOC item types, and appropriate scaffolds for multilingual learners and special populations. Teachers will also design daily mastery checks and aligned exit tickets, and practice key lesson components or instructional strategies during the PLC to ensure calibration and shared expectations.

- In addition, PLCs will follow a structured Student Work Analysis Protocol tailored to EOC requirements. Teachers will bring samples representing high, medium, and low performance and review them collaboratively to evaluate mastery of the targeted TEKS. The team will analyze student errors—whether tied to misconceptions, academic vocabulary challenges, or issues with content-specific processes such as mathematical reasoning, scientific procedures, writing expectations, or historical specificity. PLCs will determine whether these errors stem from instructional gaps, misaligned tasks, or student misunderstandings and will develop a clear reteach plan that includes small-group instruction, tutorials, use of student trackers, and corrected exemplars. All decisions and next steps will be documented in a shared EOC tracker to ensure consistency and follow-through.

- PLCs will also implement a comprehensive Data Analysis Protocol for all CBAs, unit assessments, benchmarks, and released STAAR items. Teams will begin by reviewing overall performance, domain trends, standard-level mastery, and item-level analysis to identify students in the red zone, those close to proficiency, and those in need of intensive intervention. Teachers will compare performance across sections to identify trends in misconceptions, test-taking behavior, and subgroup performance for ELL, SPED, 504, and At-Risk students. Based on the findings, PLCs will develop targeted action plans that include reteach lessons aligned to high-impact TEKS, strategic intervention groups, scheduled small-group sessions, tutorials, and Saturday school. Each team will determine which instructional strategies were effective and which need refinement, and will set measurable goals to be monitored prior to the next assessment cycle. This structured PLC process ensures consistent, evidence-based decision-making that is aligned with EOC success.

Capacity Building

Certified teachers - not certified, less than 2 years; as whole number or percent = 6%

Through the Texas Instructional Leadership program (Region 20), principal managers, campus administration, and instructional coaches have received professional development on schoolwide culture/routines, and observation/feedback cycles (Get Better Faster). Processes have been developed to implement observation/feedback cycles twice a month for identified teachers. Professional development on data driven instruction will occur in the Summer.

Each teacher is receiving an observation twice a month. Using the Get Better Faster scope and sequence, campus administration is providing feedback to the teachers within 1-3 days of the observation. Additionally, some identified teachers are receiving action steps to implement to improve their instruction. For teachers who have less than two years in their role and/or are ineffective, additional 1:1 coaching is being provided weekly and observations/feedback are conducted at least once a week.

 For leadership, Region 20 and the district manager are utilizing the Principal Action Steps.

Teachers will receive capacity building support by way of training and professional development: Teachers will receive ongoing capacity-building support through targeted training and professional development aligned to EOC instructional priorities. Campus administration will support teachers by providing high-quality PD, facilitating weekly PLCs, modeling effective instructional practices, and offering coaching cycles focused on lesson planning, data analysis, and classroom instruction. Administrators will ensure teachers have the resources, time, and feedback needed to implement strategies with confidence and consistency.

EB strategy support is also being provided to administrators and teachers by the district EB coordinator through job embedded training.

After training: What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Milestones

- **Beginning November 2025 - June 2027, the campus will conduct weekly implementation checkpoints** through
    - classroom observations,
    - learning walks, and
    - Review the data tracker for trends of students and subpopulations.
    - Review of student growth
    - Lesson plans and internalization compliance
    - PLC monitoring in order to ensure consistent implementation of high-quality instruction.

- This will be supported by campus administration and instructional coaches and monitored using walkthrough tools, PLC agendas/minutes, and implementation checklists.
- Progress will be reviewed weekly and shared with teachers during PLCs.

- **Beginning November 2025 - June 2027, the campus will provide capacity-building professional development** focused on
  - instructional strategies,
  - EOC-aligned planning, and
  - formative assessment practices in order to strengthen teacher effectiveness monthly
  - Training and coaching will be supported by the instructional coach and leadership team, and monitored through PD attendance, coaching logs, and evidence of implementation.
  - Progress will be reviewed monthly and shared with staff in faculty meetings and PLCs.

- **Beginning December 2025 - June 2027, teachers will receive differentiated coaching touchpoints—**
  - Tier 2 teachers bi-weekly and Tier 3 teachers weekly—in order to improve instructional delivery and accelerate growth. This is done per month.
  - Instructional coaches will provide feedback cycles monitored through coaching logs and action-step completion.
  - Progress will be reviewed bi-weekly and discussed with campus leadership.

- **Beginning January 2026 - June 2027, teachers will submit weekly lesson internalizations**
  - for feedback and alignment to TEKS and EOC expectations in order to improve instructional planning.
  - The leadership team will review these using a rubric and track implementation through walkthroughs.
  - Progress will be reviewed weekly in PLCs and shared with teachers in coaching conversations.

- **Beginning November 2025 - June 2027, the campus will develop and refine instructional resources and tools** such as
  - formative tracking sheets,
  - lesson internalization templates, and
  - reteach planning protocols in order to support consistent implementation.
  - These tools will be supported by instructional coaches and monitored through PLC product reviews.
  - Progress will be reviewed monthly and shared during leadership meetings.

- **Beginning February 2026 - June 2027, the campus will capture and review formative assessment data weekly** to
  - identify student misconceptions and plan reteach/intervention cycles.
  - This process will be supported by PLC leads and monitored using formative trackers,
  - student work samples, and exit ticket analysis.

- - Progress will be reviewed weekly in PLCs and shared with teachers and interventionists.

- **Beginning March 2026 - June 2027, the campus will engage in ongoing assessment reflection cycles**
    - following benchmarks and
    - diagnostics in order to adjust instruction and intervention.
    - Leadership will support this through structured data protocol meetings monitored with data trackers and action plans.
    - Progress will be reviewed after each assessment cycle and shared with teachers, students, and families as appropriate.
    - Types of professional development over the summer

Performance Management

District and campus leaders will develop a TIP strategy monitoring tool by Spring 2026 and will be responsible for monitoring successful implementation. The data collected by this tool will be reviewed quarterly to ensure the milestones outlined in the above plan are being met. Progress toward the milestones will be reviewed monthly by campus leadership. Successful implementation of this plan will be monitored monthly through data collection trackers, campus instructional rounds and observations; District Instructional Leadership Team observations; School Board Walks and data monitoring through MAP-Growth and Eduphoria. Milestone progress will be shared with district leadership monthly during monthly administration meetings. The milestone progress will be shared with other relevant stakeholders through campus newsletters, school board meetings, and parent engagement events. The TIP strategy benchmarks will occur every three months with district and campus leadership.

Resources

The required costs to implement this plan consists of the following:

Items	Costs	Source of Funds
Math (Algebra I) Curriculum ● Bluebonnet Math RLA ● SAVVAS	$40,000	▪ State-Developed Open Education Resource Entitlement ▪ SBOE-approved Instructional Materials Entitlement
Texas Instructional Leadership (TIL) program (Region 20)	$65000	▪ LASO 4 (LIFT)
Strong Foundations Implementation Support (Region 20)	$100000	▪ LASO 4 (LIFT)

Instructional Coach	65,000	● LASO 4 (LIFT)
Professional Development (product PD, Differentiation)	$10,000	● Title II or SCE

Alternative funding if the above listed grant fund sources are not awarded to Natalia High School include using Title II for professional development and continued support and IMTA funding will be used to purchase all curriculum. The district hopes to apply for the LASO 4 grant to continue Region 20 support in the programs listed above. If the district is not awarded the grant, potential funding can come from Title II and/or local funds.