Natalia Independent School District

Natalia High School

2021-2022 Campus Improvement Plan

Mission Statement

Natalia High School, in partnership with the community, is committed to providing an educational foundation by mentoring students, enriching relationships, and providing a harmonious environment conducive to life-long growth and learning.

Vision

Natalia High School is a campus focused on potential. With our focus on growth, we can celebrate past distinctions of achievement as well as future growth toward fulfillment. Developing potential is a process, not a product. Natalia High School is committed to seeking out and growing the very best in each student's intellect and contributions to this community and beyond, with the support of educators, families, and community.

Value Statement

P-Pride

R-Respect

I-Integrity

D-Determination

E-Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia High School serves students classified as 9th - 12th grades in the Natalia Independent School District.

Current enrollment is 330 students with 95 = 9th grade, 85 = 10th grade, 89 = 11th grade, 61 = 12th grade.

Ethnic Distribution: African American 0%, Hispanic 80.9%, White 18.2%, American Indian 0%, Asian 0%, Pacific Islander 0%, Two or More Races 1.0%

Economically Disadvantaged: 68.2%

At-Risk: 59.2%

BEL: 4.5%

2021 Accountability Summary

STAAR Performance 42

CCMR 67

Graduation Rate 95

Demographics Strengths

The student to teacher ratio is consistently lower than the state ratio.

The smaller population of students allows for the potential to implement individual academic student monitoring systems.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Monitoring of student academic performance to adjust instruction is not fully implemented to increase student success. **Root Cause:** Instructional staff needs additional support in establishing routines and processes for data analysis and adjustment.

Student Achievement

Student Achievement Summary

EOC 2021 Results

English I & II- Approaches 66%, Meets 47%, Masters 6%

Algebra - Approaches 56%, Meets 19%, Masters 1%

Biology - Approaches 84%, Meets 45%, Masters 9%

U.S. History - Approaches 94%, Meets 75%, Masters 30%

TSI 2021 Results - met both Reading and Math Indicators 42%

TELPAS 2021 Results - Average Score 2.5

PSAT 2021 Results - 843

SAT 2021 Resulsts - 872

IBC Certifications - 28%

Descriptions

MASTERS GRADE LEVEL - Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

MEETS GRADE LEVEL - Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

APPROACHES GRADE LEVEL - Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Student Achievement Strengths

Continuity of staff in the areas of science and social studies has assisted in the EOC results being higher than in the other content areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): English I, English II and Algebra I are performing lower than other content areas on campus. **Root Cause:** Teacher turnover rates significantly impact the administration's ability to create instructional capacity in teachers of those content areas.

School Culture and Climate

School Culture and Climate Summary

Culture: The environment on campus is welcoming overall with a strong sense of community ownership revolving around student success.

Climate: Staff members have expressed a general appreciation for fellow staff as well as the current state of being of the district.

School Culture and Climate Strengths

Staff are very agreeable to adapt and change as necessary to support the students and community as well as the vision and mission of the campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Low teacher adherence to established policies and procedures. **Root Cause:** Teachers were unaware of established policies and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teaching staff are qualified to teach in the area in which they are assigned. As campus needs have evolved, the staff has received changes to assignments with a positive attitude.

Staff Quality, Recruitment, and Retention Strengths

Natalia High School principal attended job fairs to recruit highly trained teachers as allowed due to COVID restrictions.

All Natalia High School teachers are sponsors of a class, club, or organization.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retaining qualified staff has shown to be a challenge in key areas of student success. **Root Cause:** Differences in compensation plans compared to larger school districts, proximity to the Greater San Antonio area

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize the TEKS Resource System, an online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS).

Teachers utilize unit learning plans (in addition to day-to-day plans) in order to focus on the essential learning objectives within a unit of study.

Departments focus on TEKS alignment, assessment data, focused PLC meetings and, full implementation of successful instructional strategies.

Curriculum, Instruction, and Assessment Strengths

Instructional leadership from principal and assistant principal to enhance and support campus curriculum and instruction.

Use pacing calendar, aligning assessments with academic goals, and data disaggregation to improve student achievement.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Majority of students are not performing on grade level on state assessments. **Root Cause:** Teachers are not providing consistent instruction to the depth and complexity of the TEKS necessary to increase student performance as a whole.

Parent and Community Engagement

Parent and Community Engagement Summary

The staff offers FAFSA assistance nights and individual appointments for completion of FAFSA.

The counselor meets with each student to determine their individual graduation plan, beginning their freshman year.

Students are involved in blood drives, food drives, community service, and community events participation.

Parent contact regarding student attendance, grades, and concerns or celebrations.

Use of social media to communicate with stakeholders.

Parent and Community Engagement Strengths

Counseling Office constantly updating parent contact information.

Utilization of Twitter, Facebook, Blackboard, to communicate news and upcoming events about Natalia HS to the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parental involvement in academic events and activities. **Root Cause:** Decrease in parent engagement and outreach due to COVID-19 restrictions.

School Context and Organization

School Context and Organization Summary

Developing student support through district vision and goals.

Campus focus on college and career and military readiness in support of campus and district identified needs.

The instructional day allows for PLC time.

School Context and Organization Strengths

Offering individual, family, and group assistance with college and FAFSA applications.

Early College Academy program is in place.

Natalia High School was established as a Texas Success Initiative testing site.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The master schedule does not optimize teacher placement in needed areas. **Root Cause:** Stakeholders did not have working knowledge in developing a master schedule.

Technology

Technology Summary

Chrome books are assigned to each student enrolled at high school.

Active Panels in most core classes.

Edgenuity is available for credit protection and credit recovery.

Multiple online resources are utilized by staff, particularly Schoology and ClassLink for students.

Technology Strengths

Staff and students are willing to explore and utilize technology for instruction and communication.

Problem Statements Identifying Technology Needs

Problem Statement 1: The technology available is not being utilized to its full potential **Root Cause:** All stakeholders did not ensure that original training was successful and follow-up to ensure additional support was needed.

Priority Problem Statements

Problem Statement 3: Monitoring of student academic performance to adjust instruction is not fully implemented to increase student success.

Root Cause 3: Instructional staff needs additional support in establishing routines and processes for data analysis and adjustment.

Problem Statement 3 Areas: Demographics

Problem Statement 1: English I, English II and Algebra I are performing lower than other content areas on campus.

Root Cause 1: Teacher turnover rates significantly impact the administration's ability to create instructional capacity in teachers of those content areas.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Majority of students are not performing on grade level on state assessments.

Root Cause 2: Teachers are not providing consistent instruction to the depth and complexity of the TEKS necessary to increase student performance as a whole.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase the number of high school graduates classified as College, Career, or Military Ready.

Performance Objective 1: The percentage of graduating seniors will increase meeting at least one college readiness indicator from 69% to 81%.

    Targeted or ESF High Priority

    Evaluation Data Sources: TSI scores, Dual Credit enrollment

Strategy 1 Details	Reviews			
Strategy 1: Having mandatory TSI testing dates set for junior and senior students in the fall and spring semesters.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students who achieve a passing score on the TSI reading and math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Asst. Principal, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of students who enroll in Dual Credit courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students who complete the necessary hours to achieve a dual credit CCMR indicator.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Asst. Principal, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
Strategy 3: monitor teacher instruction in upper level math and reading courses, specifically in the area of support for TSI specific instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: structured support of students with the intention of better preparing	**Nov**	**Jan**	**Mar**	**June**

students for TSI tests
Staff Responsible for Monitoring: Upper level math and reading teachers, Asst. Principal, Principal, Counselor

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Monitoring of student academic performance to adjust instruction is not fully implemented to increase student success. **Root Cause**: Instructional staff needs additional support in establishing routines and processes for data analysis and adjustment.

Goal 1: Increase the number of high school graduates classified as College, Career, or Military Ready.

Performance Objective 2: Increase the percentage of graduating seniors who have passed at least one industry certification from 26% to 32%.

Targeted or ESF High Priority

Evaluation Data Sources: Industry Certification internal tracking sheet.

Strategy 1 Details		Reviews			
Strategy 1: Establish a semester process to check student progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase number of student acquiring a certification, keep scheduling up to date based on student progress		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Asst. Principal, Principal, CTE teachers					
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 1: Increase the number of high school graduates classified as College, Career, or Military Ready.

Performance Objective 3: Increase the percentage of seniors who have completed a Career and Technical Education program of study from 1% to 13%.

Targeted or ESF High Priority

Evaluation Data Sources: Senior graduation plans.

Strategy 1 Details	Reviews			
Strategy 1: Develop process to recruit and maintain students to enroll in a self-selected program of study early in their high school career.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: increase number of students who complete a program of study, helps campus staff to be aware of programs that are experiencing success maintaining student enrollment which can help to drive decisions regarding course offerings in the future. **Staff Responsible for Monitoring:** Counselor, Asst. Principal, Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Increase student academic performance in Algebra I.

Performance Objective 1: Student percentage at the meets level in Algebra I will increase from 19% to 30%.

    Evaluation Data Sources: Interim Assessments, Unit Assessments, First Semester Exams, EOC results

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate student achievement data following assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Helps to inform instructional practices as the year progresses.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, Asst. Principal, Principal, C & I personnel when available. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Increase student academic performance in English I & II.

Performance Objective 1: Student percentage at the meets level in English I & II will increase from 47% to 55%.

    Evaluation Data Sources: Interim Assessments, Unit Assessments, First Semester Exams, EOC results

Strategy 1 Details		Reviews		
Strategy 1: Disaggregate student achievement data following assessments.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Helps to inform instructional practices as the year progresses.	**Nov**	**Jan**	**Mar**	**June**
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0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Increase the number of parents attending academically focused campus events.

Performance Objective 1: increase number of parents at each campus event

    Evaluation Data Sources: parent sign-in sheets

Addendums