2024-2025 Natalia High School CIP Overview

Goal 1: **All students will grow and achieve academically.**

Performance Objective 1: The English STAAR/EOC "Meets" percentage will increase from 39% to 45%.

Action 1: Identify students struggling or below grade level through formative assessments and provide small group instruction or one-on-one tutoring. These sessions should be tailored to students' needs, focusing on reading comprehension, writing skills, and test-taking strategies. What's the action: identifying students, provide small group instruction. - Provide Friday school to students struggling in English.

Implementation: (1) Use data from formative assessments (e.g., quizzes, benchmark tests, etc.) to group students by skill gaps. (2) Schedule regular tutoring sessions or small group lessons during advisory or after-school periods. (3) Provide additional support for students needing remediation or acceleration.

Action 2: Use frequent formative assessments to monitor student progress in real-time and adjust instruction accordingly. This will help ensure that students continuously receive the support they need to succeed on the STAAR/EOC exam.

Implementation: (1) Administer regular short quizzes, exit tickets, or practice STAAR/EOC-style questions to assess understanding. (2) Analyze the data to adjust instructional practices and provide additional practice on topics where students are struggling. (3) Encourage students to self-assess and set goals for their learning to increase ownership of their academic growth.

Action 3: Given the importance of writing skills on both the English STAAR and EOC exams, integrate more focused writing instruction that includes practice essays, analysis of writing rubrics, and strategies for answering open-ended questions effectively.

Implementation: (1) Conduct writing workshops focusing on the key components of high-quality writing (e.g., thesis statements, evidence-based support, and clear organization). (2) Practice specific test-taking strategies, such as time management, breaking down the prompts, and avoiding common mistakes on the exam. (3) Implement peer review sessions to help students receive feedback on their writing before taking the exam.

Performance Objective 2: The Algebra I STAAR/EOC "Meets" percentage will increase from 14% to 18%.

Action 1: The campus will invest in supplemental math resources, including textbooks, online platforms, and interactive tools, to provide students with additional practice, reinforce key concepts, and support differentiated instruction in Algebra I. These resources will supplement the core curriculum and address specific skill gaps that students may face.

Implementation: (1) Identify and purchase high-quality, research-based math resources such as Algebra I workbooks, online tutoring platforms (e.g., Carnegie, Khan Academy, IXL), and adaptive learning tools aligned with STAAR/EOC requirements. IXL (SCE), Mathia/Mathstream (SCE)

(2) Incorporate supplemental resources into regular lesson plans to reinforce learning. These resources can be used during class, for homework assignments, or during tutoring sessions. (3) Use online platforms from Carnegie that provide individualized practice based on students' current skill levels, allowing them to work independently while receiving immediate feedback. (4) Ensure that all students access these resources outside of class, either through school-provided devices or by offering additional after-school access. (5) Continuously monitor student progress with the supplemental resources, using data from the platforms and assessments to adjust instruction and ensure students engage with materials that address their specific learning needs.

Action 2: Identify students underperforming in Algebra I through regular assessments and provide targeted intervention, including small group instruction and remediation. These interventions should focus on foundational algebraic skills, problem-solving, and applying concepts to STAAR/EOC-style questions.

Implementation: (1) Use data from formative assessments, quizzes, and previous test results to group students based on specific needs (e.g., factoring, solving equations, inequalities, etc.). (2) Schedule small group interventions or after-school sessions to work on targeted areas where students struggle most. (3) Integrate online platforms (such as Khan Academy, IXL, Progress Learning, or Edgenuity) for personalized practice and feedback.

Action 3: Teach test-taking strategies and provide students with ample opportunities to practice STAAR/EOC-style questions. Familiarity with the test format and the problems typically presented will boost students' confidence and test performance.

Implementation: (1) Conduct regular practice sessions using released STAAR/EOC Algebra I test items to familiarize students with the question types and format. (2) Teach time management strategies so students can pace themselves during the exam. (3) Focus on helping students recognize key phrases in problems that signal specific mathematical operations or methods and develop strategies for eliminating incorrect answer choices. (4) Analyze mistakes from practice tests to guide instruction on common areas of difficulty.

Performance Objective 3: The percentage of Biology STAAR/EOC "Meets" will increase from 35% to 40%.

Action 1: Implement structured, data-driven intervention sessions for students struggling with key concepts in Biology. Use formative assessments, quizzes, and teacher feedback to identify areas of weakness and provide additional support through small group sessions, peer tutoring, or after-school review sessions.

Implementation: (1) Schedule bi-weekly intervention sessions focusing on high-priority standards, using differentiated instruction and additional resources such as online tutorials or hands-on lab experiences. (2) Create a "Biology Boot Camp" after school or during breaks, focusing on an intensive review of challenging concepts, emphasizing test-taking strategies and problem-solving. (3) Provide additional tutoring support through peer-led study groups or online tutoring platforms, with specific sessions dedicated to areas where students are scoring the lowest on formative assessments. (4) Implement a "Science Lab Days" program, where students who need extra help can come in for hands-on lab sessions and targeted instruction that reinforces the key concepts covered in class and the STAAR/EOC exam.

Action 2: Use frequent formative assessments (quizzes, exit tickets, practice questions) throughout the course to gauge student progress and understanding. Provide timely, constructive feedback to guide student learning and address misconceptions immediately.

Implementation: (1) Incorporate weekly or bi-weekly quizzes aligned with the STAAR/EOC test blueprint to reinforce learning and identify areas where students need additional support. (2) Use interactive online quizzes (e.g., Carnegie, Kahoot, Quizlet) after each unit to assess understanding and give instant feedback on key concepts, allowing students to track their progress over time. (3) Incorporate short, daily "exit tickets" at the end of each lesson, asking students to summarize key ideas or answer a practice STAAR-style question to check for comprehension. (4) Implement "Weekly Checkpoints" where students complete short quizzes or self-assessment reflection forms, helping them identify their strengths and areas needing more review before the final exam.

Action 3: Foster collaboration among Biology teachers to analyze student performance data, share best practices, and design common instructional strategies aligned with the STAAR/EOC assessment format. This will help ensure consistency in teaching and identify common areas of struggle across classrooms.

Implementation: (1) Schedule monthly Professional Learning Community (PLC) meetings for Biology teachers to review assessment data, share strategies for addressing student needs, and plan effective lessons that target the specific skills needed for success on the STAAR/EOC exam. (2) Schedule bi-weekly data analysis meetings where all Biology teachers review the results of recent quizzes, practice tests, and STAAR/EOC prep assessments to identify trends and adjust instruction accordingly. (3) Create a shared digital platform (e.g., Google Drive) where Biology teachers can upload and review lesson plans, assessments, and instructional resources

that are most effective in improving student performance. (4) Organize a "Best Practices Symposium" where teachers present successful strategies, activities, or lesson plans that have led to improved student performance on past Biology assessments.

Performance Objective 4: The percentage of US History STAAR/EOC "Meets" will increase from 42% to 47%

Action 1: This action involves identifying and reinforcing the critical historical concepts and topics most frequently tested on the U.S. History STAAR/EOC. These are typically key periods, events, and themes, such as the Civil War, Reconstruction, World War II, the Civil Rights Movement, and the U.S. Constitution. The goal is to ensure that students have a deep understanding of these topics as they form the foundation of the exam. Review sessions will use various teaching strategies to engage students, such as interactive activities, timelines, debates, and project-based learning, to help them better connect with and retain historical content.

Implementation: (1) Offer targeted review sessions focusing on frequently tested historical periods and concepts (e.g., Civil War, Reconstruction, World War II, Civil Rights Movement). Use interactive activities like timelines, concept maps, and historical debates to reinforce key topics. (2) Organize a "History Review Week" before major assessments where students engage in review stations for different historical eras, each led by a teacher or peer tutor to provide focused support. (3) Create and distribute a "Study Guide Toolkit" that breaks down important historical events, vocabulary, and key themes in concise, easy-to-digest formats, with practice STAAR-style questions and answers.

Action 2: This action focuses on regularly assessing student progress through formative assessments to identify areas of weakness and adjust instruction accordingly. Formative assessments are short, low-stakes evaluations (such as quizzes, practice tests, and document analysis) that provide immediate feedback on students' understanding of historical content. By using these assessments regularly, teachers can quickly identify gaps in knowledge or skills, provide targeted intervention, and adjust lessons to better meet students' needs. The data from these assessments will also be used to monitor individual and group progress, ensuring that instructional practices are tailored to maximize student growth.

Implementation: (1) Administer short, formative assessments (e.g., quizzes or practice tests) after each unit, with detailed feedback that aligns with the STAAR/EOC exam format. Use the results to adjust instruction and reteach areas where students struggle most. (2) Implement an interactive "Historical Document Analysis" activity where students read primary sources and answer questions to build critical thinking skills. The results will inform instruction on areas that need more attention. (3) Use

digital platforms (like Google Forms or Edpuzzle) to provide weekly online quizzes that provide instant data to identify student performance trends. Review the results in class and address common mistakes or gaps in knowledge.

Action 3: This action promotes collaboration among U.S. History teachers to improve instructional quality and consistency across classrooms. Through regular collaborative planning meetings, teachers will analyze student performance data, discuss what strategies and lessons are most effective in helping students succeed, and share best practices. By learning from one another's experiences and expertise, teachers can refine their instructional techniques and develop more effective teaching methods. This action may also involve cross-curricular planning with other departments (such as ELA) to address common challenges like reading comprehension, writing skills, and historical analysis. The goal is to create a cohesive, supportive teaching environment where all students have access to high-quality instruction that prepares them for success on the STAAR/EOC exam.

Implementation: (1) Schedule monthly collaborative planning sessions for U.S. History teachers to review student data, discuss the most successful teaching strategies, and share resources like engaging lesson plans and primary sources. (2) Create cross-curricular collaboration with English Language Arts teachers to improve students' writing and reading comprehension skills, especially in response to STAAR/EOC writing prompts related to historical topics. (3) Develop a peer observation program where U.S. History teachers observe each other's EOC writing classes to share insights and refine teaching practices, focusing on strategies that help students grasp complex historical content.

Goal 2: **All graduates are college, career, and/or military-ready.**

Performance Objective 1: Increase CCMR from 71.2% to 80%

Action 1: The campus will invest in high-quality prep and testing materials for students enrolled in dual credit courses, including study guides, online platforms, and practice exams. These resources will help students prepare for the entrance exams (such as the TSI, SAT, or ACT) and meet the eligibility requirements for dual credit courses.

A. Progress Learning
B. Laptops/Computer (Title V)

Implementation: (1) Research and select comprehensive test prep materials aligned with the requirements for dual credit (e.g., TSI, SAT, ACT, or AP exams). This could include books, online programs, and tutoring services. (2) Provide these materials to students in grades 11 and 12, particularly those interested in enrolling in dual credit courses, to help them prepare for required testing and meet

eligibility criteria. (3) Organize test prep workshops or after-school tutoring sessions that use these materials to reinforce student understanding and readiness for testing.

Action 2: Increase access to Career and Technical Education (CTE) pathways and certification programs that align with high-demand career fields. These programs should allow students to earn industry-recognized certifications that improve career readiness and increase CCMR rates.

Implementation: (1) Evaluate existing CTE offerings and introduce additional programs or certifications that align with local job market needs, such as IT certifications, healthcare-related credentials, or skilled trades (e.g., welding, cosmetology). (2) Develop partnerships with local businesses, technical schools, and industries to provide internships, apprenticeships, and hands-on learning experiences for students pursuing CTE pathways. (3) Offer financial support for students to take certification exams or industry-recognized tests in Microsoft Office, welding, nursing, computer science, etc. Provide prep materials and support to help students succeed on these exams.

Action 3: Enhance the guidance and support systems available to students as they plan for post-graduation success. This includes providing targeted counseling, workshops, and resources to help students navigate college applications, explore career options, and prepare for military service.

Implementation: (1) Offer workshops or one-on-one counseling sessions to assist students with college applications, including FAFSA completion, scholarship opportunities, and personal statement writing. Increase awareness of financial aid options and support students through college applications. (2) Create opportunities for students to explore various careers through job shadowing, career fairs, industry guest speakers, and field trips to local businesses. Help students understand the steps needed to pursue careers in different fields (e.g., education, healthcare, technology, business). (3) For students interested in military service, provide support in preparing for the ASVAB exam, understanding the enlistment process, and exploring career opportunities within the armed forces. Offer counseling and resources to help students understand the benefits and requirements of military service. (4) Identify students needing additional support in becoming CCMR-ready and provide targeted interventions, including academic support, mentoring, and resources tailored to their needs.

Goal 3: **The district will recruit, retain, train, and support high-quality faculty and staff.**

Performance Objective 1: 100% of all teachers will implement Fundamental Five.

Action 1: The district will offer ongoing, high-quality professional development sessions for all teachers focused on the effective implementation of the **Fundamental Five** instructional strategies: 1) Focused Note-Taking, 2) Work in the Power Zone, 3) Frequent Small Group Purposeful Talk, 4) Recognition of Critical Writing, and 5) Reinforcement of Content Vocabulary. This training will ensure that teachers understand each component, can apply the strategies in their classrooms, and feel supported in their professional growth.

Implementation: (1) Organize a district-wide or campus-specific workshop to introduce or refresh teachers on the Fundamental Five strategies at the start of the year. Include examples, hands-on activities, and practical applications specific to various content areas. (2) Schedule regular follow-up sessions throughout the year (e.g., quarterly) to revisit the strategies, provide additional support, and share best practices. Use peer observations and teacher-led discussions to foster collaborative learning. (3) Assign instructional coaches or experienced mentors to work closely with teachers needing additional support in implementing the strategies. Coaches can observe classrooms, provide feedback, and model lessons to ensure implementation fidelity. (4) Utilize student performance data and classroom observations to monitor the effectiveness of the Fundamental Five strategies. Provide targeted support to teachers who may need help in refining their implementation. (5) At regular intervals (e.g., at the end of each semester), hold reflection sessions where teachers can share their experiences, challenges, and successes. Use this feedback to adjust the training and ensure continuous improvement. (6) Recognize teachers who consistently and effectively implement the Fundamental Five strategies through formal recognition or professional growth opportunities. This will motivate teachers and create a culture of excellence.

Performance Objective 2: The campus will implement weekly PLCs for tested areas.

Action 1: Create a standardized structure and clear expectations for weekly PLC operations. This includes defining the roles of participants, setting meeting goals, and creating norms for collaboration and accountability.

Implementation: (1) Each PLC session will have a clear focus, such as data analysis, instructional planning, or review of formative assessments. These goals should align with district and campus objectives, including improving student performance in tested areas. (2) Establish norms for how teachers will work together, including expectations for participation, preparation, and follow-up. For example, all members may be expected to come prepared with student data, specific questions, or shared strategies. (3) Assign

specific roles within each PLC meeting, such as a facilitator, note-taker, or timekeeper, to ensure the meetings are productive and everyone actively participates in the discussion.

Action 2: Use PLC time primarily to analyze student data (e.g., formative assessments, common assessments, and STAAR/EOC practice results) and to plan targeted interventions or enrichment strategies for students. This will help identify areas of improvement and best practices for supporting student success.

Implementation: (1) Dedicate part of each PLC meeting to analyzing student data to identify patterns of success or areas where students are struggling. Focus on understanding the root causes of learning gaps in tested areas and brainstorm actionable strategies to address them. (2) After reviewing data, PLC teams will collaboratively plan the next steps for instruction, including designing interventions for struggling students, creating enrichment opportunities for advanced learners, and aligning upcoming lessons to address identified gaps. (3) Set specific, measurable goals for student progress based on data analysis and track these goals over time. Ensure that each PLC session includes time to revisit progress on previously set goals.

Action 3: Ensure that teachers receive ongoing professional development and resources to enhance the effectiveness of their PLC work. This includes content-specific training and professional development on collaboration, data analysis, and instructional strategies.

Implementation: (1) Provide training for PLC leaders (whether team leads or instructional coaches) to ensure they have the skills to facilitate productive discussions, guide data analysis, and support collaborative planning. (2) Offer content-specific professional development opportunities for teachers in tested areas, allowing them to deepen their knowledge of subject-specific instructional strategies, curriculum materials, and assessment tools. (3) Ensure that PLCs have access to the tools and resources they need to be effective, such as student data dashboards, formative assessment tools, instructional guides, and curriculum mapping tools. (4) Encourage a culture of ongoing reflection and improvement within PLCs. At the end of each quarter or semester, ask teachers to reflect on the effectiveness of the PLC meetings and use feedback to adjust the structure and content of future sessions.

Performance Objective 3: The campus will provide third-party professional development for faculty and staff.

Action 1: The campus will partner with recognized teachers, consultants, or professional development providers to offer training sessions that address specific areas of need, such as instructional strategies, classroom management, technology integration, or social-emotional learning.

Implementation: (1) Based on feedback from staff surveys, student performance data, and administrative goals, identify areas where faculty and staff would benefit from specialized external training. These could include differentiated instruction, trauma-informed practices, or strategies for supporting diverse learners. (2) Research and select third-party providers with a proven track record in delivering high-quality, evidence-based professional development in the identified areas. This could include local universities, educational consultants, or national organizations. (3) Coordinate with the providers to schedule professional development sessions throughout the year, ensuring that training is delivered at times that minimize disruption to instructional time. Sessions can be conducted in-person or virtually, depending on the availability of the providers and staff needs. (4) After each professional development session, collect feedback from participants to assess the effectiveness of the training. Follow up with targeted support to ensure that new strategies are implemented successfully in the classroom.

Action 2: Bring external facilitators to lead the ILT or professional learning communities (PLCs) focused on specific instructional practices, leadership skills, or innovative teaching strategies. These PLCs will provide faculty with practical support for improving their craft.

Implementation: (1) Work with external facilitators to develop specific focus areas for the PLCs, such as project-based learning, differentiation, data-driven instruction, or culturally responsive teaching. (2) Offer regular sessions where teachers can collaborate with external experts and their peers to discuss challenges, share best practices, and reflect on their teaching. These sessions could be monthly or quarterly, depending on the needs of the faculty. (3) After each session, provide opportunities for teachers to reflect on the training and discuss how they will apply the new knowledge or strategies in their classrooms. Encourage ongoing collaboration between PLC members to share resources and refine practices.

Action 3: Support teachers and staff in pursuing external certification programs or endorsements to enhance their professional skills and qualifications. This could include certifications in areas like **special education**, **ESL** (English as a Second Language), or **technology integration**.

Implementation: (1) Based on campus priorities and teacher needs, identify certification programs or endorsements to provide faculty and staff with advanced knowledge and skills. For example, if there is a need for strong support for English language learners, consider offering training for an ESL endorsement. (2) Offer financial support or reimbursement for the costs associated with certification exams or coursework. This could be a stipend, covering exam fees, or providing paid time for study. (3) Actively promote available certification programs to faculty and staff and encourage participation by highlighting the professional and personal benefits of earning certifications or endorsements. (4) Monitor progress and celebrate faculty who successfully complete

certification programs. Recognition through staff meetings or professional development days will encourage ongoing professional growth.

Goal 4: The district will increase stakeholder engagement.

Performance Objective 1: The campus will publish weekly newsletters to stakeholders.

Action 1: Create a content calendar outlining the topics featured in each weekly newsletter. This can include updates on school events, student achievements, important announcements, upcoming activities, and educational resources. A plan will ensure that each newsletter is timely, relevant, and engaging for stakeholders.

Implementation: Ensure consistency and clear communication on what stakeholders can expect each week, keeping them informed about campus life, student progress, and school priorities.

Action 2: Include a feedback section in the weekly newsletter where stakeholders (parents, staff, and community members) can share their thoughts, questions, or suggestions. This could be through an online survey link, a dedicated email address, or a comment section if the newsletter is digital. Regularly review the feedback to adapt the newsletter's content based on stakeholders' interests and concerns.

Implementation: Foster two-way communication, ensuring that the newsletter is not just an informational tool but also a way to actively involve stakeholders in the school community.

Performance Objective 2: The campus will increase parental involvement in attendance goals.

Action 1: Launch a campaign to educate parents about the critical role of consistent school attendance in student success. This could include informational sessions, flyers, and resources in multiple languages, explaining how regular attendance improves academic performance, social development, and future success. Hold workshops or virtual meetings where parents can learn strategies to support their children's regular attendance and understand the impact of absenteeism.

Implementation: Increase parents' understanding of the link between attendance and academic success, motivating them to prioritize and support consistent attendance for their children.

Action 2: Develop a system for regularly communicating with parents about their child's attendance. This could include automated phone calls, emails, or text alerts when a student is absent or has an unexcused absence. Additionally, teachers and administrators

should be encouraged to contact parents personally when attendance issues arise, either through phone calls or meetings, to discuss solutions and strategies for improvement.

Implementation: Keep parents informed and involved in their child's attendance, fostering a proactive approach to improving attendance and addressing issues early on.

Goal 5: The district will promote the safety and well-being of students and staff.

Performance Objective 1: The campus will implement monthly safety protocols.

Action 1: Schedule and carry out monthly safety drills, such as fire drills, lockdown drills, evacuation drills, and severe weather protocols, ensuring that students and staff are familiar with the steps to take in various emergency situations.

Implementation: Ensure all campus personnel and students are well-prepared to respond swiftly and effectively during an emergency.

Action 2: Hold a monthly meeting with staff to review and discuss safety procedures, protocols, and any recent updates to local, state, or federal safety regulations. Ensure that staff members are clear on their roles during emergencies and have the necessary training to implement the protocols effectively.

Implementation: Keep all staff members informed and prepared to act in the best interest of student and staff safety.

Action 3: Launch a monthly awareness campaign on safety, mental health, and well-being. This could include distributing informational materials, hosting workshops, or inviting experts to discuss bullying prevention, stress management, and conflict resolution.

Implementation: Foster a culture of safety and well-being regarding physical security and supporting students' emotional and psychological health.