

Natalia Independent School District
Natalia Junior High
2021-2022 Campus Improvement Plan



Mission Statement

Natalia Junior High School is committed to providing a 21st century student-centered learning environment that encourages academic and personal excellence through the continuous development of responsible behaviors and attitudes of all students, staff, and community members involved.

Core Beliefs

Leadership: Exemplifying and influencing positive attitudes and behaviors

Excellence: Continuously performing to our maximum potential

Dedication: Demonstrating a personal commitment to accomplishing our goals

Respect: Treating others how we would want to be treated

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our 6th-8th grade campus continues to build successful futures for our 236 students through academic excellence and character development. Our campus mission is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world. At Natalia Junior High School, we are committed to our district's belief statement and strive daily to exemplify the beliefs. NJH believes in building a safe and caring environment and a quality education for all students.

Natalia Junior High School is composed of 197 Hispanic students, 36 White students, less than 1% in other ethnic populations. There are 194 Economically Disadvantaged Students, 28 ELL students, and 169 At-Risk students. There are 26 students in the ESL program, 3 in the Migrant Program, 105 students participate in CTE/Exploring Careers classes, 14 students in the Gifted and Talented program, 26 students who participate in Special Education, 17 Dyslexia students, and 21 in the 504 program.

Natalia Junior High School serves students enrolled in 6th - 8th grades in Natalia ISD. Enrollment: 236 (70 - 6th grade), (93 - 7th grade), and (73 - in 8th grade.)

Economically Disadvantaged: 194 (82.20%)

Non-educationally Disadvantaged 42 (17.80%)

At-Risk: 169 (71.61%)

English Language Learners (ELL): 28 (11.86%)

Gifted & Talented: 14 (5.93%)

Special Education: 26 (11.02%)

Migrant: 3 (1.27%)

504 - 21 (8.9%)

Source: Local PEIMS 09/23/2021

Demographics Strengths

Natalia Junior High School students attend school regularly and participate in the state exams. Our attendance is over 95% for students. Six percent of the students are in the Gifted and Talented program. Twenty-eight percent of the 8th-grade students participate in the End of Course Exams for Algebra 1. The campus has added two CTE classes, Principles of Agriculture and Principles of Health Services. The campus continues to offer pre-honors classes in Math, English, Science, and Spanish I and II, in order to challenge the students. The campus is offering a 90 minute Block for Math and ELAR, in order to address the needs of the students requiring Tier II reinforcement and meet the requirements of Tier III extended intervention through HB 4545. In eighth grade reading, our students have improved, reducing the learning gap, compared to the state average on the STAAR exam. A new character curriculum is being taught through the athletics and physical education departments, initiated this 2021-2022 school year, guided by our belief that students require the need to learn and develop strategies for making decisions for personal actions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): NJHS has identified the need to provide additional support to special populations, including "At-Risk" students. **Root Cause:** During the COVID-19 pandemic, there was limited success in remote learning due to poor connectivity and attendance resulting in further student learning loss.

Student Achievement

Student Achievement Summary

The student STAAR 2021 scores show a need to address the Meets levels as compared to the 2019 campus performance levels.

The junior high campus identified core areas requiring an increase of student achievement in Math from the "Approaches" level to the "Meets" levels in sub-populations of Eco-Dis and Hispanic.

In 6th grade Eco-Dis students making approaches dropped from 58.14% to 41.76%. Hispanic students dropped from 57.14% to 36.23%.

In 7th grade Eco-Dis students making approaches dropped from 67.86% to 30%. Hispanic students dropped from 73.85% to 38.71%.

7th grade Eco-Dis students making approaches dropped from 21.43% to 8% and Hispanic students scoring at "Meets" levels dropped from 27.69% to 6.45%.

In 8th grade math, Eco-Dis students dropped from 72.97% to 28.57% at the "Approaches" level. Similarly, Hispanic students dropped from 76.47% to 22.92% at "Approaches" grade level.

At the meets grade level, Eco-Dis dropped from 32.43% to 7.14% in 8th grade and Hispanic dropped from 35.29% to 6.25%.

6th Grade STAAR 2019 & 2021 Comparison			7th Grade STAAR 2019 & 2021 Comparison		
May 2019 STAAR Mathematics, Grade 6			May 2019 STAAR Mathematics, Grade 7		
	Approaches	Meets		Approaches	Meets
	59.46%	13.51%	Campus	74.70%	32.53%
	58.14%	11.63%	Eco-Disadv	67.86%	21.43%
	57.14%	9.52%	Hispanic	73.85%	27.69%
May 2021 STAAR Mathematics, Grade 6			May 2021 STAAR Mathematics, Grade 7		
	Approaches	Meets		Approaches	Meets
Campus	39.53%	13.95%	Campus	36.76%	7.35%
Eco-Disadv	41.67%	13.33%	Eco-Disadv	30%	8%
Hispanic	36.23%	13.04%	Hispanic	38.71%	6.45%
May 2019 STAAR Reading, Grade 6			May 2019 STAAR Reading, Grade 7		
	Approaches	Meets		Approaches	Meets
Campus	58.11%	31.08%	Campus	65.06%	33.73%
Eco-Disadv	53.49%	27.91%	Eco-Disadv	58.93%	23.21%
Hispanic	57.14%	26.98%	Hispanic	61.54%	30.77%
May 2021 STAAR Reading, Grade 6			May 2019 STAAR Writing, Grade 7		

6th Grade STAAR 2019 & 2021 Comparison			7th Grade STAAR 2019 & 2021 Comparison		
	Approaches	Meets		Approaches	Meets
Campus	48.84%	13.95%	Campus	50.60%	16.87%
Eco-Disadv	41.67%	11.67%	Eco-Disadv	42.86%	10.71%
Hispanic	44.93%	13.04%	Hispanic	47.69%	10.77%
May 2019 STAAR Writing, Grade 7			May 2021 STAAR Writing, Grade 7		
	Approaches	Meets		Approaches	Meets
Campus	50.60%	16.87%	Campus	52.24%	16.42%
Eco-Disadv	42.86%	10.71%	Eco-Disadv	44.90%	8.16%
Hispanic	47.69%	10.77%	Hispanic	55.74%	16.39%
8th Grade STAAR 2019 & 2021 Comparison			8th Grade STAAR 2019 & 2021 Comparison		
April 2019 STAAR Mathematics, Grade 8			April 2021 STAAR Mathematics, Grade 8		
	Approaches	Meets		Approaches	Meets
Campus	78.57%	33.93%	Campus	25.45%	5.45%
Eco-Disadv	72.97%	32.43%	Eco-Disadv	28.57%	7.14%
Hispanic	76.47%	35.29%	Hispanic	22.92%	6.25%
Spring 2019 STAAR EOC, Algebra I			Spring 2021 STAAR EOC, Algebra I		
	Approaches	Meets		Approaches	Meets
Eco-Disadv	100%	57%	Eco-Disadv	100%	25%
Hispanic	93.75%	56.25%	Hispanic	88.24%	11.76%
April 2019 STAAR Reading, Grade 8			April 2021 STAAR Reading, Grade 8		
	Approaches	Meets		Approaches	Meets
Campus	80.52%	46.75%	Campus	86.84%	53.95%
Eco-Disadv	75%	38.64%	Eco-Disadv	83.67%	48.98%
Hispanic	77.61%	44.78%	Hispanic	86.36%	53.03%
May 2019 STAAR Science, Grade 8			May 2021 STAAR Science, Grade 8		
	Approaches	Meets		Approaches	Meets
Campus	76.62%	27.27%	Campus	56.76%	18.92%
Eco-Disadv	71.11%	15.56%	Eco-Disadv	47.92%	12.50%
Hispanic	73.13%	23.88%	Hispanic	54.69%	15.62%
May 2019 STAAR Social Studies, Grade 8			May 2021 STAAR Social Studies, Grade 8		
	Approaches	Meets		Approaches	Meets
Campus	67.53%	20.78%	Campus	58.11%	13.51%

6th Grade STAAR 2019 & 2021 Comparison			7th Grade STAAR 2019 & 2021 Comparison		
Eco-Disadv	64.44%	11.11%	Eco-Disadv	54.17%	12.50%
Hispanic	64.18%	16.42%	Hispanic	53.12%	14.06%

Student Achievement Strengths

The 7th and 8th grade Reading scores, at the Approaches" level improved compared to the 2019 STAAR scores.

The scheduling of "Block" classes (90 minute) for Math and ELAR.

Implementation of after school tutoring for Science, Reading, Math and Social Studies for the 2021-2022 school year.

Implementation of Saturday Intervention sessions for the 2021-2022 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The junior high campus has identified the need to increase the Meets grade-level percentage for student sub-populations. **Root Cause:** Learning loss due to the COVID pandemic and a lowered participation rate, due to attendance and virtual participation.

Problem Statement 2: NJHS has identified the need to increase student achievement in math at 8th grade. **Root Cause:** Learning and curriculum gaps due to teacher inconsistency, participation/engagement decrease during the Covid pandemic.

School Culture and Climate

School Culture and Climate Summary

NJHS is a school where teachers and students take pride in their school. Students are happy to come to school and are excited to be back in person this year and the faculty have stepped up their dedication to the students. We are working to increase Tier III intervention to improve student confidence in the classroom. As a small campus that shares faculty with the high school, we do increase the responsibilities on our teachers.

We have continued clubs such as NJHS, Student Council, Robotics and Chess and will add more clubs to increase student extracurricular participation. The campus has also started the UIL academics process earlier this year, so that our students will be more competitive. As we increase student participation, we will share our successes with the parents and stakeholders of the community.

School Culture and Climate Strengths

Students and teachers are actively engaged in extracurriculars and support district wide initiatives. The small school environment allows the teachers to know students within their grade level and the other grade levels. The closeness of the community also makes reaching out to families easier.

The campus has structured itself to create a master schedule that meets the needs of a majority of the student body. The faculty has committed itself to identifying, planning and enacting an educational environment that is conducive to improving skills of all students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Limitations in faculty and faculty with a generalist certification have created uneven class loads in certain classes. **Root Cause:** Financial barriers do not allow for the hiring of extra core teachers.

Problem Statement 2: NJHS teachers are weary and feel over-extended. Support structures need to be in place for routines and scheduling. **Root Cause:** The sharing of faculty, due to the small school limitations, creates a constricting environment to develop a master schedule that meets the needs of all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The junior high has a primary goal of hiring experienced teachers to fill subject needs. In the event that experienced and qualified teachers are not recruited, the administration will recruit teachers actively seeking certification through an alternative certification program. The campus administration will work with the district curriculum and special program departments to meet the identified needs of new teachers. All teachers are part of the planning process to build a team of educators and develop a feeling of being part of the school community.

The campus experienced a higher percentage of teacher turnover at the end of the 2020-2021 school year, which led to the hiring of new teachers.

Staff Quality, Recruitment, and Retention Strengths

The junior high campus provides a mentor to assist the new teachers. The administration, along with the curriculum and special programs, meets regularly with the new teachers to address expressed and identified needs. The administration regularly evaluates the classroom environment and the facilitation of the curricular planning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus had a high percentage of teacher turnover. **Root Cause:** Alternative job opportunities, higher salary offers, geographic location, and non-renewal.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The junior high administration, in collaboration with the curriculum and special programs, supports teachers through the scheduling of regular PLCs, class observations, and planning with the curriculum department.

Teachers follow the TEKS Resource System's scope and sequence to ensure that the state curriculum TEKS are met and taught at a mastery level. The development of the lesson plans, in all courses, will drive the improvement of all students' educational loss from the 2020-2021 school year.

Math and ELA courses were 46 minutes long.

Intervention resources for ELA and Math consisted of Imagine Math and TX Amplify Reading

No training received for TX Amplify Reading

Tier 1 and Tier 2 instruction is provided by general education teachers.

Tier 3 instruction is provided after school by general education teachers.

Unit assessments are created by teachers and reviewed by the curriculum department.

Supplemental resources for science and social studies were purchased.

Curriculum, Instruction, and Assessment Strengths

The administration and district curriculum department are working together to coach and plan Professional Learning Communities focused on lesson development and alignment of the curriculum instruction and assessments based on state standards. The teachers will also be individually supported to develop lesson plans and strategies that meet the individual needs of each student.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier 1, 2, & 3 instruction is undefined and intervention processes were not clearly developed. **Root Cause:** Lack of training on instructional materials at Tier 1, 2, and 3 levels. Teachers were not given a clearly defined intervention process and were unable to execute it with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

The junior high utilizes campus mass email and social media to share information with the parents and community. The campus will also host programs, throughout the school year, to involve parents and stakeholders.

Parent and Community Engagement Strengths

The use of the campus Blackboard email, Twitter, Facebook and Remind have shown to help the campus share information and reach a high number of parents and stakeholders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Low parent engagement in campus activities. **Root Cause:** Poor attendance is due to involvement in other community activities and a lack of early and frequent communication of campus events.

School Context and Organization

School Context and Organization Summary

The Master Schedule at Natalia Junior High is based upon the identified needs of grade-level needs and the individual needs of each student. Twelve of the faculty were here last year. Three of the new teachers are in an alternative certification program and four of the new teachers are experienced. The junior high is supported by a strong curriculum department that supports the core subjects and the elective classes. The campus is working to address the students through tier I, II, and III instruction. The PLCs are scheduled to provide a common planning period for the core subjects, so that vertical alignment may occur. The campus has also added an assistant principal to support the campus discipline and academic achievement.

School Context and Organization Strengths

Staff Members serve on a variety of committees, are elected to the Site Based Committee, and actively participate in team planning, PLCs and professional development throughout the year that allows them to analyze student data, reflect on current practices, and make decisions regarding assessment and instruction which are designed to improve student performance. The addition of the assistant principal will also assist in improving the campus structure.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): There is difficulty in implementing intervention during Math or ELA classes. **Root Cause:** Forty-five minutes is not enough time to provide both instruction and intervention in these classes.

Technology

Technology Summary

Natalia Junior high has transitioned from a one-to-one campus, during the remote portion of the pandemic year of 2020-2021, to the building of carts for all core classes and eventually all classes. The campus is transitioning from Promethean boards to interactive boards, to address the teacher presentation needs. The campus has a new library with technology capabilities for offering digital library services.

Technology Strengths

The present campus faculty has experience in the use of educational software and is able to integrate the use of online support for the students. The use of the interactive boards allows the teachers to involve the students through student-led facilitation of “We Do” portions of the lessons. The carts in the classrooms allow the teacher to integrate technology and enrich the lessons during independent assignments, formative and summative exams and in the case of students extended leave from campus. The new library environment is welcoming to the students and the design of the library has allowed the students to stay in the library and read.

Problem Statements Identifying Technology Needs

Problem Statement 1: Use of technology by stakeholders did not yield the intended instructional results. **Root Cause:** Lack of training, insufficient support during implementation phases, and non-educational usage.

Priority Problem Statements

Problem Statement 2: NJHS has identified the need to provide additional support to special populations, including "At-Risk" students.

Root Cause 2: During the COVID-19 pandemic, there was limited success in remote learning due to poor connectivity and attendance resulting in further student learning loss.

Problem Statement 2 Areas: Demographics

Problem Statement 1: The junior high campus has identified the need to increase the Meets grade-level percentage for student sub-populations.

Root Cause 1: Learning loss due to the COVID pandemic and a lowered participation rate, due to attendance and virtual participation.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: Tier 1, 2, & 3 instruction is undefined and intervention processes were not clearly developed.

Root Cause 3: Lack of training on instructional materials at Tier 1, 2, and 3 levels. Teachers were not given a clearly defined intervention process and were unable to execute it with fidelity.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: There is difficulty in implementing intervention during Math or ELA classes.

Root Cause 4: Forty-five minutes is not enough time to provide both instruction and intervention in these classes.

Problem Statement 4 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 1: At NJHS all students will increase academic performance in the area of Math and ELAR by performing at grade level.

Math:

The percentage of 6th - 8th grade students at or above the current grade level will increase there Math Meets level to 10%.

The percentage of Algebra 1, 8th grade students at or above the current grade level will increase 14.29% to 25% at the Meets level by August of 2022.

Reading:





The percentage of 6th grade students at or above the current grade level will increase to 20% at the Meets level by May of 2022.

The percentage of 7th and 8th grade students at to 25% at the Meets level by May of 2022.

HB3 Goal

Evaluation Data Sources: Beginning, middle and end of year assessments, Benchmark assessments, STAAR 2022 data

Strategy 1 Details	Reviews			
<p>Strategy 1: Create "Block" class schedules for the Math and ELAR subjects with intervention teacher pullout support and small group.</p> <p>Strategy's Expected Result/Impact: The identified "Gap" areas, from the STAAR 2021, will decrease with the improvement of the previous years foundation skills, through the implementation of Math and ELAR Block (90 minute) classes that address Tier I, II, and III instruction.</p> <p>Staff Responsible for Monitoring: Core teacher, intervention teachers, administration</p> <p>Targeted Support Strategy</p> <p>Funding Sources: Supplies - 199-SCE - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide small group intervention and after school tutoring with the identified students that require 30 hour support required by the HB 4545.</p> <p>Strategy's Expected Result/Impact: The identified "Gap" areas, from the STAAR 2021, will decrease with the improvement of the previous years foundation skills.</p> <p>Staff Responsible for Monitoring: Core teacher, Intervention teachers, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: After school snacks for the students - 199-SCE - \$1,000, Certified teachers for tutoring after school - 199-SCE - \$10,000, Bus transportation - Monday, Tuesday, wednesday - 199-SCE - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review intervention data, in bimonthly Professional Learning Communities, to determine the progress of the students and adjust the programming offered.</p> <p>Strategy's Expected Result/Impact: The lesson development and revisions for the intervention sessions will address the identified needs of students.</p> <p>Staff Responsible for Monitoring: Core teacher, intervention teacher, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Intervention teachers in reading & math will have a common planning with their respective content (to include Special programs)</p> <p>Strategy's Expected Result/Impact: Increase the opportunities for small group Tier II and Tier III support.</p> <p>Staff Responsible for Monitoring: Core teacher, intervention teacher, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Advisory period for all students, scheduled by student academic program and need.</p> <p>Strategy's Expected Result/Impact: Increase the opportunity for the students to monitor academic progress and seek</p> <p>Staff Responsible for Monitoring: All teachers, counselor, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 2: At NJHS 6th grade students will increase academic performance in the area of science by performing at grade level.

HB3 Goal

Evaluation Data Sources: Unit assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide small group intervention, after school and Saturday tutoring with the identified students that require 30 hour support required by the HB 4545 criteria and eighth grade support for the 2022 STAAR exam.</p> <p>Strategy's Expected Result/Impact: The foundation science skills, necessary for the seventh grade, will be developed. Increased percentage of eighth grade students passing at the Meets standard.</p> <p>Staff Responsible for Monitoring: teachers, campus administration</p> <p>Funding Sources: Tutoring materials - 199-SCE - \$500, Six certified teachers for tutoring - 199-SCE - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher lesson planning, data analysis and supplemental instructional material training for small groups and interventions in all core subjects.</p> <p>Strategy's Expected Result/Impact: The student scores will increase on the local and state assessment.</p> <p>Staff Responsible for Monitoring: Core teachers, administration</p> <p>Funding Sources: Instructional supplies - 199-Local - 199-11-6399 - \$6,675, Web based instruction support - 199-SCE - \$3,588</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide quarterly Science Lab Saturdays for hands-on intervention.</p> <p>Strategy's Expected Result/Impact: Increased opportunities to provide extended hands on activities to increase the foundation skills.</p> <p>Staff Responsible for Monitoring: Science teachers, administration</p> <p>Funding Sources: Extended time pay - 199-SCE - \$900, Supplies - 199-SCE - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 3: At NJHS 8th grade students will increase academic performance in the areas of Science and Social Studies by performing at grade level.

Science:





The percentage of 8th grade students at or above the current grade level will increase to 30% at the Meets level by August of 2022

U.S. History:

The percentage of 8th grade students at or above the current grade level will increase to 30% at the Meets level by August of 2022.

HB3 Goal





Evaluation Data Sources: Increased scores at the Meets level on the Spring 2022 STAAR exam.

Strategy 1 Details	Reviews			
Strategy 1: Teacher lesson planning, data analysis and supplemental instructional material training. Strategy's Expected Result/Impact: Improved student scores on the state assessment. Staff Responsible for Monitoring: Core teacher, administration Funding Sources: Lowman Supplemental Instructional Materials - 199-SCE - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: After school tutoring to support those students in need of extra support. Strategy's Expected Result/Impact: Increase in the percentage of students passing at the Meets standard. Staff Responsible for Monitoring: teacher, campus administration Funding Sources: - 199-Local - \$600	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 4: At NJHS Special Education students performing on grade level will increase from 19% to 55% in ELA/Reading and 23% to 60 % in Mathematics.





Evaluation Data Sources: The number of special education students passing at the Approaches and Meets standards.

Strategy 1 Details	Reviews			
<p>Strategy 1: The special education students will be enrolled in "block schedule math and reading classes to provide intervention support and also invited to after school tutoring.</p> <p>Strategy's Expected Result/Impact: The STAAR test results will provide proof of decreased education gaps for each student.</p> <p>Staff Responsible for Monitoring: teacher, special education support, campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The sixth grade special education students will be invited to after school tutoring for Science.</p> <p>Strategy's Expected Result/Impact: Increase the foundational skills for Science.</p> <p>Staff Responsible for Monitoring: Science teachers, administration</p> <p>Funding Sources: Tutoring extended time pay - 199-Local - \$4,500, Supplies - 199-Local - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 5: At NJHS English Learner students performing on grade level will increase from 29% to 60% in ELA/Reading and 40% to 71% in Mathematics.

Evaluation Data Sources: local and state assessment tests





Strategy 1 Details	Reviews			
<p>Strategy 1: The English Learner students will be enrolled in "block schedule math and reading classes to provide intervention support and also invited to after school tutoring.</p> <p>Strategy's Expected Result/Impact: The immersion in the 90 minute classes and intervention support will improve the students understanding of the English language.</p> <p>Staff Responsible for Monitoring: teacher, ELL support, campus administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate a "pull-out" model for ESL students.</p> <p>Strategy's Expected Result/Impact: The pull-out strategy will increase the one-to-one instruction to reinforce the basic language strategies.</p> <p>Staff Responsible for Monitoring: administration, pull-out teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide accessibility for translation in the school by issuing a chromebook to non-English speakers.</p> <p>Strategy's Expected Result/Impact: The non-English speaking students will have instant translation support for instruction.</p> <p>Staff Responsible for Monitoring: Core teachers, ESL department, administration</p> <p>Funding Sources: Chromebooks - 199-SCE - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The English Learner will be scheduled into an Advisory period with their ESL support teacher or support across the content areas.</p> <p>Strategy's Expected Result/Impact: The ESL teacher will have an be able to monitor student performance and provide support.</p> <p>Staff Responsible for Monitoring: ESL teacher, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Natalia Junior High will improve instructional programs ensuring all students meet or exceed grade level with an emphasis on the two major subpopulations of Hispanic and Low socio-economic.

Performance Objective 6: NJH will increase the education support through the employment of interventionist for Reading and Math .

HB3 Goal





Evaluation Data Sources: Lower teacher to student ratio during intervention.
Increased student mastery of skills shown in assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire intervention teachers to support the math and reading pullout strategy and establish a 3:1 ratio for small group instruction.</p> <p>Strategy's Expected Result/Impact: The number of students performing at Meets standards of the STAAR will increase.</p> <p>Staff Responsible for Monitoring: Core teachers, administration</p> <p>Funding Sources: Intervention teachers - 199-SCE - \$100,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional coaching from the district and at the campus level on a weekly basis.</p> <p>Strategy's Expected Result/Impact: The lesson design and presentation will improve the students' understanding of the content, improving the levels of mastery.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To provide a comprehensive educational program to increase student achievement and success.

Performance Objective 1: NJH will work with the high school and district administration to offer more high school credit courses for junior high students.





Evaluation Data Sources: The number of students scheduled in accelerated core classes
 The number of students scheduled in high school credit courses
 The number of students that successfully complete the high school credit courses.

Strategy 1 Details	Reviews			
<p>Strategy 1: The eighth grade students will be surveyed, in the early spring semester or 2022, to determine the levels of interest of high school courses, and develop complimenting master schedules for the 2022-2023 school; year.</p> <p>Strategy's Expected Result/Impact: The junior high administration will provide the student request, to the high school administration, in order to develop a master schedule.</p> <p>Staff Responsible for Monitoring: Counselor, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To provide a comprehensive educational program to increase student achievement and success.

Performance Objective 2: NJH will incorporate social emotional learning opportunities into an instructional model.





Evaluation Data Sources: The Physical Education / Health classes will incorporate a character curriculum into the weekly lessons.

Strategy 1 Details	Reviews			
Strategy 1: 2 Words curriculum will be taught in PE/Athletics classes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Red Ribbon Week and other social emotional school wide themes will periodically be held at the school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will have a lunch bunch group.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Natalia Junior High will establish 21st century digital learning and innovation.

Performance Objective 1: NJH will improve the research and technology skills of the students.





Evaluation Data Sources: All sixth grade students will be enrolled in a computer applications class.
 All NJH teachers will use the technology of interactive computer boards to facilitate and enhance their lessons.
 All classrooms will be supported with a Chromebook cart to support lesson development and enhance student research and project capabilities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will be provided an interactive board and training to enhance the lesson design and presentation. Strategy's Expected Result/Impact: The interaction between the lesson design and student interaction will improve the level of the content mastery. Staff Responsible for Monitoring: administration, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in technology software application lessons that support, extend, and enhance the content area lessons using the Schoology, Google Suite and other platforms. Strategy's Expected Result/Impact: The increased student knowledge of applications will allow the teachers to provide lesson resources through the district network. The students will have continuous access to the lesson content and resources. Staff Responsible for Monitoring: teachers, technology department, curriculum department, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All content teachers will be provided with a chromebook cart, containing 25 chromebooks, in order to enhance lessons and incorporate student projects developed with software. Strategy's Expected Result/Impact: The teachers will incorporate digital student assignments and projects that require the development of presentations using Google applications. Staff Responsible for Monitoring: teachers, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Natalia Junior High will achieve organizational and staff excellence.

Performance Objective 1: NJH will provide training and support, through professional development, to improve the teacher competencies.

Evaluation Data Sources: Identified core subject areas in need of professional development.
Teacher participation in professional development.





Strategy 1 Details	Reviews			
<p>Strategy 1: The district curriculum department will plan with the teachers and campus administration to improve the quality and rigor of the lesson plans.</p> <p>Strategy's Expected Result/Impact: Improved student scores on campus, district and state assessments.</p> <p>Staff Responsible for Monitoring: Curriculum department, campus administration, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development and coaching, at the campus and district levels, will be scheduled and offered based on teacher goals and needs.</p> <p>Strategy's Expected Result/Impact: The lesson plan and presentation development will improve the students' mastery levels of the subject content.</p> <p>Staff Responsible for Monitoring: District curriculum department, campus administration, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Core and Special Education teachers will meet during PLC every other week with their content Instructional Coach/Coordinator or administrator to ensure targeted and research based instruction is implemented with consistency throughout the school year.</p> <p>Strategy's Expected Result/Impact: The scheduled meetings will allow the teachers to coordinate the expectations of the planned instruction.</p> <p>Staff Responsible for Monitoring: Teachers, administration, curriculum department.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: NJH will provide a qualified mentor to newly hired teachers with 0-2 years of experience. The mentors will meet and support teachers regularly in the PLC's or as requested by the new teacher..</p> <p>Strategy's Expected Result/Impact: The mentor teachers will be an immediate resource for the new teachers as needs are identified and addressed.</p> <p>Staff Responsible for Monitoring: administration, new teachers, mentor teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Natalia Junior High will achieve organizational and staff excellence.

Performance Objective 2: Improve the quality of Tier I, II and III training, instruction and the provision of resources.

HB3 Goal

Evaluation Data Sources: Documented intervention strategies and designed lessons .
Documentation of tutoring and attendance





Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will conduct walk-throughs weekly, will provide feedback and conduct follow-up conferences with teachers to help address individual needs and to celebrate successes.</p> <p>Strategy's Expected Result/Impact: The walkthrough process will provide immediate feedback on the administrations observations, which will improve the instructional design of daily lessons.</p> <p>Staff Responsible for Monitoring: campus administration, curriculum department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in hands-on, engaging lessons in all content areas of Math, Science, ELAR and Social Studies that include TEKS Resource System and district supplemental documents.</p> <p>Strategy's Expected Result/Impact: The enhanced lessons will improve the levels of mastery for the students.</p> <p>Staff Responsible for Monitoring: Teachers, administration, curriculum department</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Natalia Junior High will engage and support the students, families and the community.

Performance Objective 1: NJH will create a parent committee to support the students and faculty through campus activities.

Evaluation Data Sources: Documentation of student activities on campus, parent information meetings, after school student and parent programs.
 The number of clubs offered at the campus and the number of students participating in extra-curricular programs.
 School events for the 2021-2022 school year, campus parent survey released at the end of the school year





Strategy 1 Details	Reviews			
<p>Strategy 1: NJH will utilize Blackboard, Remind, Facebook and Twitter to send out campus and district information electronically.</p> <p>Strategy's Expected Result/Impact: Improve the level of parent and community awareness of campus and district programming.</p> <p>Staff Responsible for Monitoring: club sponsors, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule periodic parent/administrator engagement meetings to provide up to date information..</p> <p>Strategy's Expected Result/Impact: Improve the parent awareness of the instructional and curricular programs and student progress.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: NJH will develop a master calendar of campus programs that will give the students parents and community members the opportunity to volunteer and serve on focus committees.</p> <p>Strategy's Expected Result/Impact: The increase number of programs will provide more opportunities for outside participation.</p> <p>Staff Responsible for Monitoring: Campus sponsors, administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will be exposed to various extra-curricular activities, clubs, and field trips with the intention of building their background knowledge, experiences, leadership skills and interests.</p> <p>Strategy's Expected Result/Impact: The student exposure to collaborative work with others and exposure to new programs will increase the interest to research and pursue personal interest.</p> <p>Staff Responsible for Monitoring: club sponsors, administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will utilize incentives for meeting the established goals for attendance, academics, organization participation, behavior and other identified areas.</p> <p>Strategy's Expected Result/Impact: The expected result of this strategy is to improve the academic efforts and campus participation of the students.</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor</p> <p>Funding Sources: - 199-Local - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Natalia Junior High will engage and support the students, families and the community.

Performance Objective 2: NJH will offer a variety of extra-curricular clubs to increase student participation in campus programs.

Evaluation Data Sources: The number of clubs offered at the campus
The number of students participating in extra-curricular programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: The increase in clubs will involve a greater number of students at the junior high campus.</p> <p>Strategy's Expected Result/Impact: Higher number of after school programs and students participating.</p> <p>Staff Responsible for Monitoring: Club sponsors, administration</p> <p>Funding Sources: Stipends for the club sponsors - 199-Local - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Natalia Junior High will engage and support the students, families and the community.

Performance Objective 3: Communicate early and often about school events and opportunities for engagement.

Evaluation Data Sources: Total of the communication efforts made throughout the year.





Parent participation at campus events.

Parent volunteer logs.

Goal 5: Natalia Junior High will engage and support the students, families and the community.

Performance Objective 4: Partner with other non-profits, community organizations and business to promote a positive school environment.

Evaluation Data Sources: committee members, campus administration
Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: NJH will collaborate with the parent liaison to partner with local organizations, University of Incarnate Word, South Texas Rural Health and other identified entities to support our identified campus needs.</p> <p>Strategy's Expected Result/Impact: Increase the amount of outside resources that will address the identified needs of our students and families.</p> <p>Staff Responsible for Monitoring: parent liaison, counselor, club sponsors, administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Edgar Camacho	JH Principal
Administrator	Bridget Ayala	JH Assistant Principal
Counselor	Tiffanie Sagia	Counselor
District-level Professional	Rebecca Melton	Curriculum & Instruction
Non-classroom Professional	Michelle Mendez	Administrative Assistant
Paraprofessional	Raquel Cruz	Parent
Parent	Diane Williford	Parent
Community Representative	Marisa Saldana	Community Liaison
Classroom Teacher	Kelly Fletcher	Teacher
Classroom Teacher	Keith Henry	Teacher
Classroom Teacher	Catherine Martinez	Teacher

Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		\$500.00
1	1	2	After school snacks for the students		\$1,000.00
1	1	2	Certified teachers for tutoring after school		\$10,000.00
1	1	2	Bus transportation - Monday, Tuesday, wednesday		\$3,000.00
1	2	1	Tutoring materials		\$500.00
1	2	1	Six certified teachers for tutoring		\$7,500.00
1	2	2	Web based instruction support		\$3,588.00
1	2	3	Extended time pay		\$900.00
1	2	3	Supplies		\$500.00
1	3	1	Lowman Supplemental Instructional Materials		\$500.00
1	5	3	Chromebooks		\$1,000.00
1	6	1	Intervention teachers		\$100,000.00
Sub-Total					\$128,988.00
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional supplies	199-11-6399	\$6,675.00
1	3	2			\$600.00
1	4	2	Tutoring extended time pay		\$4,500.00
1	4	2	Supplies		\$200.00
5	1	5			\$1,000.00
5	2	1	Stipends for the club sponsors		\$3,500.00
Sub-Total					\$16,475.00
Grand Total					\$145,463.00

Addendums