Natalia Independent School District

Natalia High School

2025-2026 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

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Note: Student Enrollment data has not yet been updated for the 2024-25 School Year.

Texas Education Agency

2024-25 Student Information

NATALIA H S (163903001) - NATALIA ISD - MEDINA COUNTY

	Membership			
	Campus			
Student Information	**Count**	**Percent**	**District**	**State**
Total Students	**352**	**100.0%**	**1,314**	**5,530,499**
Students by Grade				
Grade 9	94	26.7%	7.2%	8.3%
Grade 10	100	28.4%	7.6%	7.9%
Grade 11	95	27.0%	7.2%	7.4%
Grade 12	63	17.9%	4.8%	7.0%
Ethnic Distribution				
African American	2	0.6%	0.4%	12.8%
Hispanic	299	84.9%	86.3%	53.5%
White	48	13.6%	12.9%	24.4%
American Indian	1	0.3%	0.1%	0.3%
Asian	0	0.0%	0.0%	5.6%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	2	0.6%	0.4%	3.3%
Sex				
Female	172	48.9%	49.3%	48.9%
Male	180	51.1%	50.7%	51.1%
Other Student Cohorts				
Economically Disadvantaged	257	73.0%	69.2%	60.5%
Non-Educationally Disadvantaged	95	27.0%	30.8%	39.5%
Section 504 Students	41	11.6%	6.8%	6.8%
EB Students/EL	44	12.5%	16.0%	24.3%
Students w/ Disciplinary Placements (2023-24)	25	6.5%	2.9%	2.1%
Students w/ Dyslexia	34	9.7%	6.5%	6.4%
Foster Care	0	0.0%	0.2%	0.2%
Homeless	0	0.0%	0.5%	1.4%
Immigrant	0	0.0%	0.5%	3.5%
Migrant	1	0.3%	0.2%	0.2%
Title I	0	0.0%	73.2%	66.6%

Military Connected	24	6.8%	5.6%	4.1%
At-Risk	243	69.0%	48.7%	53.5%
Students by Instructional Program				
Bilingual/ESL Education	38	10.8%	14.3%	24.3%
Career and Technical Education	-	-	-	-
Career and Technical Education (9-12 grades only)	-	-	-	-
Gifted and Talented Education	21	6.0%	5.0%	8.7%
Special Education	56	15.9%	18.0%	15.3%
Students with Disabilities by Type of Primary Disability				
Total Students with Disabilities	**56**			
Students with Intellectual Disabilities	34	60.7%	44.1%	48.3%
Students with Physical Disabilities	*	*	29.7%	17.0%
Students with Autism	**	**	**	16.8%
Students with Behavioral Disabilities	15	26.8%	14.4%	16.3%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.6%
Mobility (2023-24)				
Total Mobile Students	**75**	**19.6%**	**16.7%**	**16.4%**
African American	0	0.0%	0.0%	3.3%
Hispanic	66	17.2%	15.2%	8.9%
White	9	2.3%	1.4%	2.9%
American Indian	0	0.0%	0.0%	0.1%
Asian	0	0.0%	0.0%	0.5%
Pacific Islander	0	0.0%	0.0%	0.0%
Two or More Races	0	0.0%	0.1%	0.6%
Special Ed Students who are Mobile	9	17.0%	16.3%	17.3%
Count and Percent of EB Students/EL who are Mobile	3	7.9%	15.3%	17.9%
Count and Percent of Econ Dis Students who are Mobile	57	20.7%	17.4%	19.0%
Student Attrition (2023-24)				
Total Student Attrition	**41**	**15.6%**	**11.8%**	**18.0%**

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 9	4.8%	4.8%	7.3%	7.7%	7.7%	11.0%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Secondary			
English/Language Arts	18.4	17.8	16.4
Foreign Languages	16.7	14.7	18.9
Mathematics	17.5	17.1	17.8
Science	16.9	18.5	18.9
Social Studies	17.4	18.9	18.9

Texas Education Agency
2024-25 College, Career, and Military Readiness (CCMR)
NATALIA H S (163903001) - NATALIA ISD - MEDINA COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2023-24	81.8%	53.8%	**53.8%**	-	52.1%	58.8%	-	-	-	*	90.0%	47.0%	14.3%
2022-23	76.3%	54.7%	**54.7%**	-	51.3%	85.7%	-	-	-	*	100.0%	49.1%	*
Only College Ready (Annual Graduates)													
2023-24	43.7%	7.7%	**7.7%**	-	8.5%	5.9%	-	-	-	*	20.0%	6.1%	0.0%
2022-23	40.0%	36.0%	**36.0%**	-	34.6%	42.9%	-	-	-	*	81.8%	34.5%	*
Only Career / Military Ready (Annual Graduates)													
2023-24	11.8%	27.5%	**27.5%**	-	28.2%	29.4%	-	-	-	*	40.0%	25.8%	0.0%
2022-23	14.4%	5.8%	**5.8%**	-	3.8%	28.6%	-	-	-	*	0.0%	5.5%	*
College Ready and Career / Military Ready (Annual Graduates)													
2023-24	26.3%	18.7%	**18.7%**	-	15.5%	23.5%	-	-	-	*	30.0%	15.2%	14.3%
2022-23	22.0%	12.8%	**12.8%**	-	12.8%	14.3%	-	-	-	*	18.2%	9.1%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2023-24	70.0%	26.4%	**26.4%**	-	23.9%	29.4%	-	-	-	*	50.0%	21.2%	14.3%
2022-23	61.9%	48.8%	**48.8%**	-	47.4%	57.1%	-	-	-	*	100.0%	43.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2023-24	69.5%	20.9%	**20.9%**	-	16.9%	29.4%	-	-	-	*	10.0%	10.6%	0.0%
2022-23	62.8%	38.4%	**38.4%**	-	37.2%	42.9%	-	-	-	*	9.1%	30.9%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2023-24	63.2%	53.8%	**53.8%**	-	54.9%	47.1%	-	-	-	*	50.0%	54.5%	57.1%
2022-23	54.3%	38.4%	**38.4%**	-	35.9%	57.1%	-	-	-	*	18.2%	21.8%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2023-24	57.4%	16.5%	**16.5%**	-	12.7%	23.5%	-	-	-	*	10.0%	7.6%	0.0%
2022-23	48.4%	22.1%	**22.1%**	-	19.2%	42.9%	-	-	-	*	9.1%	12.7%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2023-24	21.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	20.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2023-24	3.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	2.5%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate Degree but not Career / Military Ready (Annual Graduates)													
2023-24	2.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	1.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Associate Degree and Career / Military Ready (Annual Graduates)													
2023-24	1.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.9%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2023-24	25.1%	20.9%	**20.9%**	-	16.9%	29.4%	-	-	-	*	10.0%	15.2%	0.0%
2022-23	23.6%	32.6%	**32.6%**	-	29.5%	57.1%	-	-	-	*	18.2%	29.1%	*
Onramps Course Credits (Annual Graduates)													
2023-24	5.7%	5.5%	**5.5%**	-	4.2%	5.9%	-	-	-	*	0.0%	1.5%	0.0%
2022-23	4.8%	8.1%	**8.1%**	-	7.7%	14.3%	-	-	-	*	0.0%	7.3%	*
Dual Course Credits or Onramps Course Credits (Annual Graduates)													
2023-24	27.0%	20.9%	**20.9%**	-	16.9%	29.4%	-	-	-	*	10.0%	15.2%	0.0%
2022-23	25.2%	32.6%	**32.6%**	-	29.5%	57.1%	-	-	-	*	18.2%	29.1%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2023-24	6.0%	5.5%	**5.5%**	-	7.0%	0.0%	-	-	-	*	50.0%	6.1%	14.3%

2022-23	5.6%	12.8%	**12.8%**	-	12.8%	0.0%	-	-	-	*	100.0%	14.5%	*

Career / Military Ready Graduates

Career or Military Ready (Annual Graduates)

2023-24	38.1%	46.2%	**46.2%**	-	43.7%	52.9%	-	-	-	*	70.0%	40.9%	14.3%
2022-23	36.4%	18.6%	**18.6%**	-	16.7%	42.9%	-	-	-	*	18.2%	14.5%	*

Approved Industry-Based Certification (Annual Graduates)

2023-24	34.9%	46.2%	**46.2%**	-	43.7%	52.9%	-	-	-	*	70.0%	40.9%	14.3%
2022-23	33.4%	18.6%	**18.6%**	-	16.7%	42.9%	-	-	-	*	18.2%	14.5%	*

Graduates with Level I or Level II Certificate (Annual Graduates)

2023-24	1.1%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.8%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

Graduates with Industry-Based Certification or Level I or Level II Certificate (Annual Graduates)

2023-24	35.4%	46.2%	**46.2%**	-	43.7%	52.9%	-	-	-	*	70.0%	40.9%	14.3%
2022-23	33.8%	18.6%	**18.6%**	-	16.7%	42.9%	-	-	-	*	18.2%	14.5%	*

Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

2023-24	2.7%	1.1%	**1.1%**	-	1.4%	0.0%	-	-	-	*	10.0%	0.0%	0.0%
2022-23	2.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

U.S. Armed Forces Enlistment (Annual Graduates)

2023-24	0.7%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2022-23	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*

Texas Education Agency
2024-25 Staff Information
NATALIA H S (163903001) - NATALIA ISD - MEDINA COUNTY

Staff Information	Campus Count/Average	Percent	District	State
Total Staff	**42**	**100.0%**	**100.0%**	**100.0%**
Professional Staff	37.7	89.7%	61.8%	63.8%
Teachers	33.7	80.2%	45.2%	48.3%
Professional Support	1	2.4%	8.5%	10.8%
Campus Administration (School Leadership)	3	7.1%	3.8%	3.4%
Educational Aides	4.3	10.3%	11.5%	10.7%
Librarians and Counselors (Headcount)				
Full-time Librarians	0	n/a	0	4,125.0
Part-time Librarians	0	n/a	0	583
Full-time Counselors	1	n/a	4	13,704.0
Part-time Counselors	0	n/a	0	1,298.0
Total Minority Staff	**20.7**	**49.3%**	**67.4%**	**55.3%**
Teachers by Ethnicity				
African American	0	0.0%	1.0%	12.8%
Hispanic	15.9	47.2%	54.3%	31.0%
White	16.8	49.9%	41.5%	52.2%
American Indian	0	0.0%	1.0%	0.3%
Asian	1	3.0%	2.1%	2.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	1.3%
Teachers by Sex				
Males	14.9	44.1%	30.5%	24.6%
Females	18.8	55.9%	69.5%	75.4%
Teachers by Highest Degree Held				

No Degree	0	0.0%	0.0%	2.4%
Bachelors	22.7	67.4%	72.6%	71.4%
Masters	10	29.6%	26.3%	25.4%
Doctorate	1	3.0%	1.0%	0.8%
Teachers by Years of Experience				
Beginning Teachers	5.9	17.4%	19.6%	7.3%
1-5 Years Experience	7.2	21.5%	16.8%	28.3%
6-10 Years Experience	4.8	14.3%	18.8%	19.7%
11-20 Years Experience	12	35.5%	29.2%	27.6%
21-30 Years Experience	2.8	8.3%	13.6%	14.1%
Over 30 Years Experience	1	3.0%	2.1%	3.0%
Number of Students per Teacher	10.4	n/a	13.7	15

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	2	2.8	6
Average Years Experience of Principals with District	2	2.3	5.1
Average Years Experience of Assistant Principals	7	4.3	5.1
Average Years Experience of Assistant Principals with District	2	1.5	4.3
Average Years Experience of Teachers	9.7	10.3	11.2
Average Years Experience of Teachers with District	4.4	4.6	7
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$55,396	$56,613	$55,689
1-5 Years Experience	$56,120	$56,264	$59,266
6-10 Years Experience	$58,002	$57,238	$62,607
11-20 Years Experience	$58,997	$58,344	$66,353
21-30 Years Experience	$74,617	$66,685	$70,976
Over 30 Years Experience	$71,151	$70,401	$75,042
Average Actual Salaries (regular duties only)			
Teachers	$59,266	$58,832	$63,751
Professional Support	$71,353	$64,565	$75,909
Campus Administration (School Leadership)	$106,927	$91,963	$88,786
Instructional Staff Percent	n/a	62.8%	64.8%
Contracted Instructional Staff (not incl. above)	0	0	1,637.7

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	0	0.0%	0.0%	6.3%
Career and Technical Education	5.7	17.0%	6.2%	5.5%
Compensatory Education	0	0.0%	0.0%	2.6%
Gifted and Talented Education	0	0.0%	0.2%	1.6%
Regular Education	26.6	79.0%	87.0%	69.0%
Special Education	1.4	4.1%	6.6%	11.4%
Other	0	0.0%	0.0%	3.6%

Strengths

Natalia High School in Texas demonstrates several notable demographic strengths that contribute to its overall academic performance and community environment. One of its most impressive metrics is a high four-year graduation rate of approximately 96.6%, which exceeds the Texas state average. This success is complemented by a low dropout rate of just 0.8% among students in grades 9 through 12, indicating strong student retention and academic support.

The school also benefits from a favorable student-to-teacher ratio of about 11 to 1, allowing for more individualized attention and a more personalized learning experience. Demographically, the student population is predominantly Hispanic (about 82.7%), and the school has made efforts to ensure its staff reflects this diversity, fostering a culturally responsive educational environment.

Additionally, despite over 70% of the students being classified as economically disadvantaged, Natalia High School manages to maintain strong academic outcomes—particularly in graduation rates—which points to effective support systems for students facing socioeconomic challenges.

Another unique strength is the school's location within a small, rural district. This setting contributes to a close-knit community where all campuses are within walking distance of one another. This proximity facilitates better collaboration among schools and allows for stronger alignment in academic planning across grade levels. Collectively, these demographic and structural factors help position Natalia High School as a resilient and student-focused institution.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Natalia High School faces ongoing challenges in addressing the academic achievement gaps and resource disparities associated with its predominantly economically disadvantaged student population.	Limited access to targeted academic interventions and culturally responsive instructional strategies has hindered the school's ability to fully close achievement gaps.

⭐ **= Priority**

Student Learning

Summary

Although Natalia High School continues to focus on strengthening performance in Algebra I and English I, the campus has demonstrated significant academic and extracurricular growth. Dual Credit enrollment has steadily increased, and College, Career, and Military Readiness (CCMR) performance has remained above 70%, with projections indicating an increase to 90% this year. The campus achieved a 91% passing rate during the first nine weeks, reflecting strong student engagement and instructional support. Additionally, both the marching band and girls' athletics earned a 100% passing rate, while boys' athletics maintained a strong 98%.

Retention rates remain low at less than 5%, and the campus aims to reduce this to 3% through targeted interventions and support systems. The graduation rate goal for the current year is set at 98% or higher, emphasizing the district's commitment to ensuring all students are prepared for postsecondary success.

Strengths

In academic performance, students achieved a 91% passing rate during the first nine weeks, demonstrating consistent engagement and mastery of content. Notably, Biology EOC scores increased from 88% to 93%, showcasing significant gains in science achievement, and U.S. History performance has been maintained in the 90th percentile, reflecting sustained excellence in social studies instruction.

School Processes & Programs

Summary

Leadership and decision-making are collaborative. Communication is maintained through newsletters, social media, and the district website. Our schedule is supported by counseling, special education, and college/career readiness. In addition to strong athletic programs, students benefit from a variety of extracurricular and co-curricular activities. Technology integration is ongoing, with efforts to expand access and update our digital learning plan. Moving forward, we aim to strengthen CTE pathways, academic enrichment, and family/community partnerships.

Strengths

Natalia High School's strengths include strong CTE pathways and dual credit opportunities that support college and career readiness. Our athletic and extracurricular programs promote student engagement and leadership, while supportive scheduling and staff collaboration ensure a well-rounded educational experience that meets diverse student needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1	Natalia High School needs to increase student participation across programs, improve academic enrichment and support services, and strengthen technology integration, scheduling, and communication to ensure equitable access and success for all students.	The root cause is a lack of consistent alignment between student needs, program access, and available resources, leading to gaps in participation and support.

⭐ **= Priority**

Perceptions

Summary

Natalia High School promotes a culture built on respect for self, others, and the school, supported by strong community partnerships, including local churches. While a CTE survey has provided some insight, there is a need for increased parent and student feedback to better understand perceptions and improve engagement. Gathering more communication data and focusing on staff retention in EOC subject areas are also key to strengthening school climate and overall success.

Strengths

Perception strengths at Natalia High School include a strong culture of respect, supportive community partnerships, and a shared commitment to student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1	A lack of consistent parent and student feedback, limited communication data, and challenges with staff retention in key areas hinder the school's ability to fully understand and respond to stakeholder perceptions and needs.	The root cause is the lack of structured feedback, communication tracking, and staff EOC support systems, leading to gaps in engagement and retention.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Data-driven instruction practices are not yet embedded across all content areas, and some teachers require additional training to effectively analyze and respond to student performance trends.	Some teachers require additional training to effectively analyze and respond to student performance trends.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**

- ☑ **Campus goals**

- ☑ **HB3 CCMR goals**

- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

- ☑ **Student Achievement Domain**

- ☑ **Student Progress Domain**

- ☑ **Closing the Gaps Domain**

- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

- ☑ **Student failure and/or retention rates**

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 and participation data**

- ☑ **Male / Female performance, progress, and participation data**

- ☑ **Special education/non-special education population including discipline, progress and participation data**

- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

Student Data: Behavior and Other Indicators

- ☑ **Completion rates and/or graduation rates data**

- ☑ **Annual dropout rate data**

Employee Data

- ☑ **Staff surveys and/or other feedback**

- ☑ **Campus leadership data**

Goals

Goal 1 All students will grow and achieve academically.

Performance Objective 1 ✅ **High Priority**

The percentage of students meeting the Meets Grade Level standard on the RLA STAAR/EOC will increase from 35% to 45% in 2025-2026.

Evaluation Data Source: STAAR/EOC Scores

Strategy 1

Implement IXL ELA in grades 9, 10, and 11 to provide personalized skill practice aligned with TEKS, with progress monitored weekly by teachers and instructional leadership.

Strategy's Expected Result/Impact: Improvement in English I and English II EOC scores

Problem Statements: Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

✅ Accomplished

November	February	June

Strategy 2

Provide Friday School and after-school tutorials focused on reteaching priority standards and addressing individual student gaps identified in unit assessments and benchmarks.

Formative Reviews

✅ Accomplished

November	February	June

Strategy 3

Align all unit assessments to STAAR/EOC blueprints and TEKS readiness standards.

Formative Reviews

✅ Accomplished

November	February	June

Strategy 4

Conduct regular data meetings to analyze results, track student progress, and adjust instruction and interventions accordingly.

Formative Reviews

✅ Accomplished

November	February	June

Strategy 5

Implement structured curriculum internalization sessions for teachers to unpack TEKS, plan rigorous lessons, and practice delivery to ensure alignment, pacing, and depth of knowledge.

Formative Reviews

Some Progress

November	February	June

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Data-driven instruction practices are not yet embedded across all content areas, and some teachers require additional training to effectively analyze and respond to student performance trends.	Some teachers require additional training to effectively analyze and respond to student performance trends.

Performance Objective 2   ☑ High Priority

The percentage of students meeting the Meets Grade Level standard on the Algebra I STAAR/EOC will increase from 13% to 25% in 2025-2026.

Strategy 1

Implement IXL Math in grades 9 and 10 to provide personalized skill practice aligned with TEKS, with progress monitored weekly by teachers and instructional leadership.

Formative Reviews

✅ Accomplished

| **November** | **February** | **June** |

Strategy 2

Provide Friday School and after-school tutorials focused on reteaching priority standards and addressing individual student gaps identified in unit assessments and benchmarks.

Formative Reviews

✅ Accomplished

| **November** | **February** | **June** |

Strategy 3

Align all unit assessments to STAAR/EOC blueprints and TEKS readiness standards.

Formative Reviews

✅ Accomplished

| **November** | **February** | **June** |

Strategy 4

Conduct regular data meetings to analyze results, track student progress, and adjust instruction and interventions accordingly.

Formative Reviews

✅ Accomplished

| **November** | **February** | **June** |

Strategy 5

Implement structured curriculum internalization sessions for teachers to unpack TEKS, plan rigorous lessons, and practice delivery to ensure alignment, pacing, and depth of knowledge.

Formative Reviews

✅ Accomplished

November　　　　　**February**　　　　　**June**

Performance Objective 3　☑ **High Priority**

The percentage of students meeting the Meets Grade Level standard on the Biology STAAR/EOC will increase from 46% to 65% in 2025-2026.

Evaluation Data Source: STAAR/EOC scores

Strategy 1

Implement IXL Biology to provide personalized skill practice aligned with TEKS, with progress monitored weekly by teachers and instructional leadership.

Formative Reviews

✅ Accomplished　　　✅ Accomplished　　　✅ Accomplished

November　　　　　**February**　　　　　**June**

Strategy 2

Provide Friday School and after-school tutorials focused on reteaching priority standards and addressing individual student gaps identified in unit assessments and benchmarks.

Formative Reviews

✅ Accomplished　　　✅ Accomplished　　　✅ Accomplished

November　　　　　**February**　　　　　**June**

Strategy 3

Align all unit assessments to STAAR/EOC blueprints and TEKS readiness standards.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 4

Conduct regular data meetings to analyze results, track student progress, and adjust instruction and interventions accordingly.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 5

Implement structured curriculum internalization sessions for teachers to unpack TEKS, plan rigorous lessons, and practice delivery to ensure alignment, pacing, and depth of knowledge.

Formative Reviews

Some Progress		
November	**February**	**June**

Performance Objective 4   ☑ High Priority

The percentage of students meeting the Meets Grade Level standard on the U.S. History STAAR/EOC will increase from 55% to 75% in 2025-2026.

Evaluation Data Source: STAAR/EOC scores

Strategy 1

Provide Friday School and after-school tutorials focused on reteaching priority standards and addressing individual student gaps identified in unit assessments and benchmarks.

Formative Reviews

✅ Accomplished		
November	**February**	**June**

Strategy 2

Align all unit assessments to STAAR/EOC blueprints and TEKS readiness standards.

Formative Reviews

✅ Accomplished

November	February	June

Strategy 3

Conduct regular data meetings to analyze results, track student progress, and adjust instruction and interventions accordingly.

Formative Reviews

✅ Accomplished

November	February	June

Strategy 4

Implement structured curriculum internalization sessions for teachers to unpack TEKS, plan rigorous lessons, and practice delivery to ensure alignment, pacing, and depth of knowledge.

Formative Reviews

No Progress

November	February	June

Goal 2 All Graduates are College and/or Career and/or Military Ready.

Performance Objective 1

For school year 2025-2026, CCMR will increase CCMR from 79% to 95%

Strategy 1

Yearly analysis and verify alignment of current CTE course offerings to increase IBC completion.

Formative Reviews

Some Progress		
November	**February**	**June**

Strategy 2

Consistently offer and support pathways that align with college requirements and current workforce trends.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 3

Systematically monitor and support awareness of military career opportunities.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Goal 3 The campus will promote the safety and well-being of students and staff.

Performance Objective 1

The campus will be 100% compliant with state school safety standards.

Strategy 1

Conduct safety drills as required.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 2

The campus will house School Resource Officers (SROs) on site and collaborate with them to implement and monitor security measures that promote a safe and supportive learning environment for all students and staff.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Performance Objective 2

Provide social-emotional guidance and/or resources for all students 9-12

Strategy 1

Implement a campus-wide counseling plan that includes, but is not limited to, suicide prevention, conflict resolution, and violence prevention.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 2

Implement campus wide behavior expectations with clear expectations for classroom and common areas.

Formative Reviews

Moderate Progress		
November	**February**	**June**

Strategy 3

Provide training for all staff on district policies related to: Dating violence, Sexual abuse and other maltreatment of students, Multi-hazard Emergency Operating Plan (MEOP), Freedom from Bullying, Allergy Plan, Mental Health Awareness, Child Abuse, Sexual Harassment, Stop the Bleed, Cybersecurity, Title IX Dropout Prevention.

Formative Reviews

✅ Accomplished		
November	**February**	**June**

Strategy 4

Apply for a pregnancy-related services waiver for the option to provide educational services for students who are confined to the home due to pregnancy and post-partum, to ease the transition back to school

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Performance Objective 3

Increase instructional leadership capacity among campus administration.

Strategy 1

Participate in the Texas Instructional Leadership activities with the other campuses' administration

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 2

Conduct observations with other instructional leaders to establish calibration.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 3

Participate in T-TESS training provided by NIET.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 4

Attend Professional Conferences

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 5

Support the leadership development of observation/feedback among administrators.

Formative Reviews

Accomplished	Accomplished	Accomplished
November	**February**	**June**

Performance Objective 4

Increase teacher capacity to provide high-quality instruction.

Strategy 1

Conduct T-TESS walk-throughs (4 per teacher) annually.

Formative Reviews

Considerable Progress		
November	**February**	**June**

Strategy 2

Conduct PLCs with tested areas to review student data.

Formative Reviews

Accomplished	Accomplished	Accomplished
November	**February**	**June**

Strategy 3

Use the Observation/Feedback Cycle to promote teacher growth.

Formative Reviews

Accomplished	Accomplished	Accomplished
November	**February**	**June**

Goal 4
The campus will train and support high-quality faculty and staff.

Performance Objective 1

100% of new staff will meet all certification requirements by the end of the first year with the district.

Strategy 1

The campuswill provide new teacher support program for all non-certified and first-year certification teachers if needed.

Formative Reviews

Some Progress		
November	**February**	**June**

Performance Objective 2

Hire faculty and staff to assist and provide instructional support.

Strategy 1

Recruit and hire teachers and/or aides to support tutorials, Friday school, accelerated instruction and remediation.

Formative Reviews

Accomplished	No Progress	No Progress
November	**February**	**June**

Strategy 2

Recruit and hire instructional staff to support special programs.

Formative Reviews

Considerable Progress		
November	**February**	**June**

Performance Objective 3

Increase instructional leadership capacity among campus administration.

Strategy 1

Instructional Rounds (DILT)

Formative Reviews

✅ Accomplished	No Progress	No Progress
November	**February**	**June**

Strategy 2

Calibration (Campus)

Formative Reviews

Some Progress		
November	**February**	**June**

Strategy 3

PD (T-TESS)

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 4

Professional Conferences

Formative Reviews

✅ Accomplished	No Progress	✅ Accomplished
November	**February**	**June**

Strategy 5

Support the leadership development of observation/feedback among administrators.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Performance Objective 4

Increase teacher capacity to provide high quality instruction.

Strategy 1

T-TESS walk-throughs (4 per teacher)

Formative Reviews

Moderate Progress	✅ Accomplished	
November	**February**	**June**

Strategy 2

Instructional Coaches

Formative Reviews

No Progress		
November	**February**	**June**

Strategy 3

PLCs

Formative Reviews

Accomplished	Accomplished	Accomplished
November	**February**	**June**

Strategy 4

Observation/Feedback Cycle

Formative Reviews

Accomplished	Accomplished	Accomplished
November	**February**	**June**

Goal 5 The campus will increase stakeholder engagement.

Performance Objective 1

Provide parent and family involvement opportunities.

Strategy 1

Offer various campus-wide parent activities and volunteer opportunities annually.

Formative Reviews

Some Progress		
November	**February**	**June**

Strategy 2

Establish two days for parent conferences in the academic calendar.

Formative Reviews

✅ Accomplished	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Performance Objective 2

Involve stakeholders in the campus's planning and decision-making.

Strategy 1

The campus will re-establish site-based decision making committees.

Formative Reviews

No Progress		
November	**February**	**June**

Performance Objective 3

Increase communication opportunities between the district and stakeholders.

Strategy 1

Implement and sustain newsletters to stakeholders.

Formative Reviews

Considerable Progress		
November	**February**	**June**

Strategy 2

Utilize stakeholder surveys to gather input for decision-making.

Formative Reviews

Considerable Progress		
November	**February**	**June**

Strategy 3

Develop the processes and memberships of its site-based management committees as specified in the District of Innovation plan.

Formative Reviews

No Progress		
November	**February**	**June**