

Natalia Independent School District



Natalia Junior High

2025-2026 Campus Improvement Plan

Mission Statement

Natalia Junior High School is committed to providing a student-centered learning environment that encourages academic and personal excellence through the continuous development of responsible behaviors of all students and staff.

Vision

Natalia Junior High students will be prepared academically, socially and emotionally to successfully navigate their future.

Value Statement

The Natalia Junior High Pillars of Success:

Discipline

Academics

Attendance

Character

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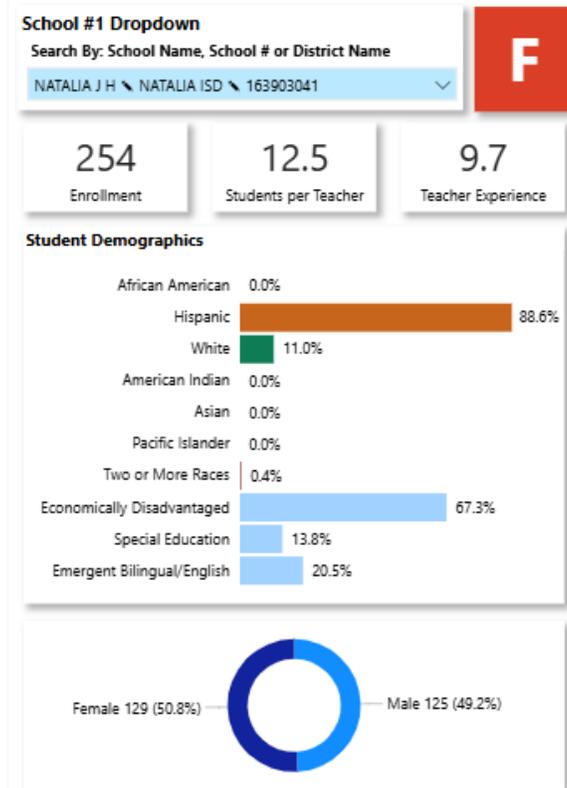
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Comprehensive Needs Assessment

Demographics

Summary



STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	235	235	86	85	641	
Approaches GL or Above	169	108	54	39	370	58%
Meets GL or Above	100	36	20	20	176	27%
Masters GL	42	6	3	4	55	9%
Total Percentage Points						94%
Component Score						31

Strengths

In 2025-2026 school year, The number of students enrolled at NJH will increase from 254, to 400, with the addition of 5th graders.

In 2025, our demographics shows our "STAAR Super-Groups" are identified as: Hispanic (88%) & White Students (11%), Sped(14%), EBs(21%), & Eco Dis(67%) populations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.	Lack of instructional interventions & focus for these "super groups".
2 ★	In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.	Lack of motivation to attend school.
3 ★	13% of our 8th graders take Algebra 1 EOC.	Lack of focus on advanced academies.
4 ★	Enrollment will increase from 253 to nearly 400 students in 2025.	Construction Issues.
5 ★	An increased number of students who are receiving special education services are not making the growth needed to be successful on STAAR.	Lack of accountability from students and staff.

★ = Priority

Student Learning

Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		59	F	
Student Achievement		59	F	70%
STAAR Performance	31	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		58	F	0%
Academic Growth	53	58	F	✓
Relative Performance (Eco Dis: 67.3%)		58	F	
Closing the Gaps	38	72	C	30%

Strengths

In closing the gaps, the admin team placed a great focus on our Bilingual students, teaching them how to be successful on TELPAS, allowed NJH to score a scale score of 72!

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not showing consistent growth in reading & math.	Lack of Tier 1 instructional design that is rigorous and engaging.
2 ★	The campus is in it's 3rd year as a Failing School.	Lack of understanding of the accountability system.

★ = Priority

School Processes & Programs

Summary

C & I oversees the implementation of Bluebonnet in reading and math; SFI Grant in 5th grade Math & Reading & 6-8 Math (Carnegie/Amplify)

[Natalia ISD Professional Development Plan](#)

[Natalia Jr. High PD Plan](#)

[CILT](#)

[SMORE Parent Weekly News](#)

Staff Weekly Bulletins

Technology Plan

[Mustang Time Intervention Class](#)

Strengths

Solid, consistent curriculum; allows for TEKS tracking

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	NJHS has a high number of discipline referrals, suicidal ideations & BTAs.	Student social-emotional needs are not being met.
2 ★	Teachers struggle w/ self-efficacy issues.	Lack of teacher leadership and training opportunities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.

Lack of instructional interventions & focus for these "super groups".

2
★

Students are not showing consistent growth in reading & math.

Lack of Tier 1 instructional design that is rigorous and engaging.

3
★

NJHS has a high number of discipline referrals, suicidal ideations & BTAs.

Student social-emotional needs are not being met.

4
★

Our campus has a bullying problem.

Harassing and name calling behaviors were not addressed consistently in the past.

5
★

Teachers struggle w/ self-efficacy issues.

Lack of teacher leadership and training opportunities.

6
★

In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.

Lack of motivation to attend school.

7
★

13% of our 8th graders take Algebra 1 EOC.

Lack of focus on advanced academies.

8
★

Enrollment will increase from 253 to nearly 400 students in 2025.

Construction Issues.

9
★

The campus is in it's 3rd year as a Failing School.

Lack of understanding of the accountability system.

10
★

An increased number of students who are receiving special education services are not making the growth needed to be successful on STAAR.

Lack of accountability from students and staff.

11
★

Teachers do not have a guaranteed, standards-aligned curriculum that ensures all students have access to grade-level content that is both essential and realistically teachable within the school year.

Systemic autonomy using whatever resource that's available.

★ = 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS
- Intervention data
- Other

Map-Growth

IXL Benchmarks

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Action research results



Goals

Goal 1

Natalia Jr High Students will grow and achieve academically, ensuring 70% of all students meet their annual growth score by June 2026.

Performance Objective 1 High Priority HB3 Goal

The percentage of All Grades Reading STAAR/EOC "Meets" will increase from 43% to 55%; Masters will improve from 18% to 25+%. NJH ALL Grades Math STAAR/EOC "Meets" will increase from 15% to 35%; Masters will improve from 3% to 25%.

Evaluation Data Source: STAAR Reports; Map-Growth Projections; MClass Reports

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide students with a strong viable Tier 1 curriculum where students get at-bats with STAAR-like preparations.

Strategy's Expected Result/Impact: Increased test scores

Staff Responsible for Monitoring: Instructional Coach, Teachers and Admin

Problem Statements: Student Learning 1

Funding Sources: Materials & Resources 211-K-5 SFI (Math) Grant, \$35,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide additional learning opportunities (extended school day & Friday School) to students performing below grade level in reading and math.

Strategy's Expected Result/Impact: Increase STAAR scores in reading and math.

Staff Responsible for Monitoring: CILT, Admin

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Extra Duty Pay for teachers who work Fridays 211-Title I, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 Targeted Support Strategy

Develop a strong " CILT" Team of teacher leaders, who will provide shared leadership supports, lead and develop high performing students & teachers in their respective departments.

Strategy's Expected Result/Impact: Improved structures in the school

Staff Responsible for Monitoring: Admin & CILT

Problem Statements: Demographics 4 - School Processes & Programs 2

Funding Sources: Teacher Stipends to lead content areas (x5) 199-SCE, \$2,500

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.</p>	<p>Lack of instructional interventions & focus for these "super groups".</p>
<p>4 Enrollment will increase from 253 to nearly 400 students in 2025.</p>	<p>Construction Issues.</p>

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Students are not showing consistent growth in reading & math.</p>	<p>Lack of Tier 1 instructional design that is rigorous and engaging.</p>

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>2 Teachers struggle w/ self-efficacy issues.</p>	<p>Lack of teacher leadership and training opportunities.</p>

Performance Objective 2 High Priority

Fund and support all federal programs to include High Focus subgroups resources/equipment needs & services for all students.

Evaluation Data Source: Campus departments (Math, Reading, Technology, Sci, SS)

Strategy 1 Targeted Support Strategy

Provide ESL/Bilingual, new to country with resources to learn English.

Strategy's Expected Result/Impact: Increased self-efficacy

Staff Responsible for Monitoring: Admin & C&I

Problem Statements: Demographics 1

Funding Sources: Bilingual/ESL Resources 199-SCE, \$3,450, payroll 199-SCE, \$8,000

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Provide SPED & at-risk students with additional extended learning opportunities & resources.

Strategy's Expected Result/Impact: Increased STAAR achievement in SPED

Staff Responsible for Monitoring: Campus & District Admin and sped team

Funding Sources: Dyslexia Materials 199-SCE, 199-37, \$550

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.

Lack of instructional interventions & focus for these "super groups".

Goal 2

Through relationship building & strong protocols, Natalia Jr High will promote the safety and well-being of students and staff.

Performance Objective 1 High Priority

Natalia Jr High will be compliant with Texas Safe School Standards & will practice a variety of safety drills.

Evaluation Data Source: Safe Schools training & implement behavioral threat assessments. Safety Drill data/reports

Strategy 1

Admin will attend Safe-School Trainings w/Tx State Univ & ESC 20, implement protocols, and address unsafe situations.

Strategy's Expected Result/Impact: Fewer self-harm issues.

Staff Responsible for Monitoring: Counselor & Discipline Coordinator

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2

Funding Sources: Training 429 SAFE Grant, \$500

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.

Lack of motivation to attend school.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

NJHS has a high number of discipline referrals, suicidal ideations & BTAs.

Student social-emotional needs are not being met.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.

Lack of motivation to attend school.

Performance Objective 2

The JH will implement the use of PBIS, ensuring campus-wide discipline processes and procedures.

Evaluation Data Source: Administration

Strategy 1 Targeted Support Strategy

Develop & implement a Mustang Morning Management Plan, as well as a campus-wide "Behavioral Matrix" for all common areas, in an effort to increase opportunities for teachers to celebrate student success, and for students to celebrate their own social-emotional development.

Strategy's Expected Result/Impact: Reduced behavioral issues & increased awareness of problem solving.

Staff Responsible for Monitoring: Admin, District, &

Problem Statements: Demographics 2, 4 - Student Learning 2 - Perceptions 1, 2

Funding Sources: Materials 199-Local, \$500

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Develop Jr High Ambassadors through Student Council to help improve school culture & excellence.

Strategy's Expected Result/Impact: Fewer behavioral incidents; increased student-ownership of expectations.

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Provide teachers with opportunities to celebrate accomplishments w/in the classroom & school through a campus-wide "reward system"

Strategy's Expected Result/Impact: Increase motivation & moral; reduce discipline issues

Staff Responsible for Monitoring: CILT

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Materials for "Mustang Store" 199-SCE, \$2,000

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.	Lack of motivation to attend school.
4 Enrollment will increase from 253 to nearly 400 students in 2025.	Construction Issues.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students are not showing consistent growth in reading & math.	Lack of Tier 1 instructional design that is rigorous and engaging.
2 The campus is in it's 3rd year as a Failing School.	Lack of understanding of the accountability system.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 NJHS has a high number of discipline referrals, suicidal ideations & BTAs.	Student social-emotional needs are not being met.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Our campus has a bullying problem.	Harassing and name calling behaviors were not addressed consistently in the past.
2 In 24-25, we had a 94% Attendance Rate w/ 20% w/ chronic absenteeism.	Lack of motivation to attend school.

Goal 3 Natalia Jr High will hire, train and support high-quality faculty and staff.

Performance Objective 1 High Priority

Train, monitor, & coach teachers on the Implementation of Bluebonnet resources in Reading 5 & Math 5 - 8 for Tier 1 instruction, through the Strong Foundations Instructional Grant.

Evaluation Data Source: Module/Unit Data

Strategy 1 Targeted Support Strategy Results Driven Accountability

Provide teachers w/ Stipends, est. ESC 20 partnership for product advisers (PAs) & BB texts.

Strategy's Expected Result/Impact: Increased and consistent student data

Staff Responsible for Monitoring: Admin & C&I

Problem Statements: Student Learning 1

Funding Sources: Bluebonnet Resources SFI 6-8 Math 211-K-5 SFI (RLA) Grant, \$145,000, Stipends: SFI Grant 211-Title I, \$46,000, Bluebonnet 5 Reading 211-K-5 SFI (RLA) Grant, \$3,000, ESC 20 PAs 211 - JH SFI (SM) Grant, \$6,000, Bluebonnet 5 Math 211-K-5 SFI (Math) Grant, \$3,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not showing consistent growth in reading & math.

Lack of Tier 1 instructional design that is rigorous and engaging.

Performance Objective 2 High Priority

Provide opportunities for campus leadership growth & development.

Evaluation Data Source: Trainings, use of new skillset

Strategy 1 Targeted Support Strategy Results Driven Accountability

Attend Trainings & Conferences that will help NJH get to an A rating.

Funding Sources: TASA 199-Local, , Texas Assessment 255-Title II, , TIL Professional Development 211-Title I, \$65,000, NWEA 255-Title II,

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Observation/Feedback Training ESC 20 (TIL).

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Performance Objective 3 High Priority

Provide increased Professional Development offerings to staff.

Evaluation Data Source: ESC 20 offerings

Strategy 1 Targeted Support Strategy Results Driven Accountability

Teacher Conferences for RLA, Math, Science, Social Studies

Strategy's Expected Result/Impact: Increased self-efficacy and test scores.

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: Funding for PD 255-Title II, 255, \$5,305

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.

Lack of instructional interventions & focus for these "super groups".

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not showing consistent growth in reading & math.

Lack of Tier 1 instructional design that is rigorous and engaging.

2

The campus is in it's 3rd year as a Failing School.

Lack of understanding of the accountability system.

Performance Objective 4

Hire teachers & instructional aides to support lower class size and support students with special needs like GT & Sped.

Evaluation Data Source: Personnel Reports

Strategy 1 **Targeted Support Strategy**

Hire additional teachers & IAs due to growth.

Strategy's Expected Result/Impact: Smaller class sizes

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 4

Funding Sources: Teachers 211-Title I, \$50,000, SPED Materials 199-SCE, 199-24, \$35,000, GT activities 199-SCE, \$4,500, Sped Aides for 5-8 & Instructional aide for 5th 211-Title I, \$20,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Enrollment will increase from 253 to nearly 400 students in 2025.

Construction Issues.

Goal 4

Natalia Jr High will develop processes to increase stakeholder engagement in student achievement.

Performance Objective 1 High Priority

NJH will create Strategic Processes, providing Natalia JH families the opportunity to increase student achievement.

Evaluation Data Source: Strategic Process Protocols & number of MTSS meetings.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Develop MTSS processes & growth opportunities for students performing below grade level or with increased negative behavioral tendencies.

Strategy's Expected Result/Impact: Student goal-setting; Improve self-awareness and own goals

Staff Responsible for Monitoring: Admin, Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide families w/ Student-led Data Conferences, STEAM/Reading Nights/Literacy Nights, & other opportunities to engage with the school.

Funding Sources: EDP: Teacher 211-Title I, , STEAM/Lit/Math Night Materials 211-Title I,

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Hispanic, Economically disadvantaged students in special education & bilingual education are performing significantly below grade-level in reading & math.

Lack of instructional interventions & focus for these "super groups".

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are not showing consistent growth in reading & math.

Lack of Tier 1 instructional design that is rigorous and engaging.

Performance Objective 2

Increase communication with families

Strategy 1

Develop & Provide Weekly Family Newsletter; Monthly Overviews.

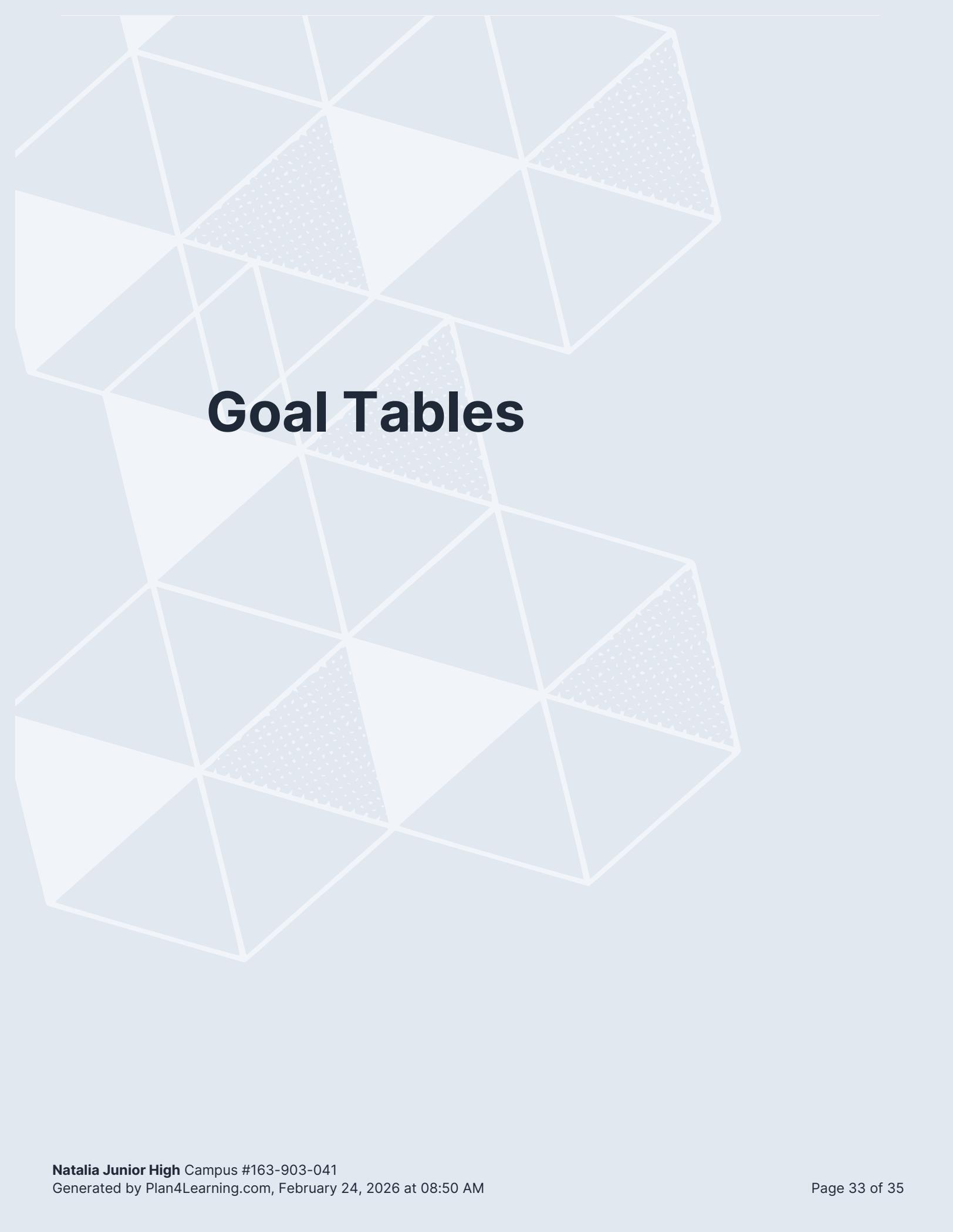
Formative Reviews

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Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide students with a strong viable Tier 1 curriculum where students get at-bats with STAAR-like preparations.
1	1	2	Provide additional learning opportunities (extended school day & Friday School) to students performing below grade level in reading and math.
1	2	2	Provide SPED & at-risk students with additional extended learning opportunities & resources.
3	1	1	Provide teachers w/ Stipends, est. ESC 20 partnership for product advisers (PAs) & BB texts.
3	2	1	Attend Trainings & Conferences that will help NJH get to an A rating.
3	3	1	Teacher Conferences for RLA, Math, Science, Social Studies
4	1	1	Develop MTSS processes & growth opportunities for students performing below grade level or with increased negative behavioral tendencies.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide students with a strong viable Tier 1 curriculum where students get at-bats with STAAR-like preparations.
1	1	2	Provide additional learning opportunities (extended school day & Friday School) to students performing below grade level in reading and math.
1	1	3	Develop a strong " CILT" Team of teacher leaders, who will provide shared leadership supports, lead and develop high performing students & teachers in their respective departments.
1	2	1	Provide ESL/Bilingual, new to country with resources to learn English.
1	2	2	Provide SPED & at-risk students with additional extended learning opportunities & resources.
2	2	1	Develop & implement a Mustang Morning Management Plan, as well as a campus-wide "Behavioral Matrix" for all common areas, in an effort to increase opportunities for teachers to celebrate student success, and for students to celebrate their own social-emotional development.
3	1	1	Provide teachers w/ Stipends, est. ESC 20 partnership for product advisers (PAs) & BB texts.
3	2	1	Attend Trainings & Conferences that will help NJH get to an A rating.

3	3	1	Teacher Conferences for RLA, Math, Science, Social Studies
3	4	1	Hire additional teachers & IAs due to growth.
4	1	1	Develop MTSS processes & growth opportunities for students performing below grade level or with increased negative behavioral tendencies.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide students with a strong viable Tier 1 curriculum where students get at-bats with STAAR-like preparations.
1	1	2	Provide additional learning opportunities (extended school day & Friday School) to students performing below grade level in reading and math.
4	1	1	Develop MTSS processes & growth opportunities for students performing below grade level or with increased negative behavioral tendencies.