

# **New Braunfels Independent School District**

## **Ninth Grade Center**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

## *Engage. Empower. Learn.*

### Vision

Every student. Every day.

### Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Ninth Grade Center engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment.

- Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the campus. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the campus, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 18, 2022, at the Ninth Grade Center to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

# Demographics

## Demographics Summary

The New Braunfels Ninth Grade Center (NGC) will be in its 11th year of existence in support of Ninth Grade. The NGC will host 830 students; a number that is higher than the 2021-22 year. This is the first campus in NBISD where all New Braunfels students come together for the first time from Oak Run and New Braunfels Middle Schools.

2021-22 Data:

392 Male (54.8%) 323 Female (45.2%)

Hispanic 49.9%, Anglo 43.9%, African American 1.5%, Other 1.2%

ECO 36.98%, LEP 6.12%, ESL 6.12%, SPED 8.25%

## Demographics Strengths

Demographics Strengths

Hispanic 49.9%

Anglo 43.9%

African American 1.5%

Other 1.2%

ECO 36.98%

LEP 6.12%,  
ESL 6.12%  
SPED 8.25%  
mobility rate  
gifted and talented  
AP enrollment

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance a struggle at Ninth Grade Center at 91%. **Root Cause:** Students miss school for a variety of reasons at secondary level.

**Problem Statement 2 (Prioritized):** EOC testing for Special Education and ESL students improving but continues to be a challenge. **Root Cause:** High ratio teacher support staff to sped/ESL student at NGC.

**Problem Statement 3:** Parent and community involvement lacking at NGC. **Root Cause:** Ninth Grade Center sends 450 plus students to the NBHS campus daily. Many parents see their students as part of NBHS, focusing their attention within booster organizations instead of PTA.

# Student Learning

## Student Learning Summary

The following scores show the percentage of students passing tests i the 2020- 2021 and 2021-2022 End-of-Course exams. There were no scores for 2020 due to COVID.

### English I

#### 2022

75% Approaches, 57% Meet, 10% Masters

49% of students scored a 5, 6, 7, 8

SPED 26% Approaches, 8% Meets, 0% Masters

LEP 36% Approaches, 15%Meets, 0%Masters

ED 55% Approaches, 29% Meets,1% Masters

#### 2021

86% Approaches, 72% Meets, 21% Masters

48% of students scored 5,6,7,8

SPED 26% Approaches, 12% Meets, 0%Masters

LEP 57% Approaches, 29% Meets, 0 % Masters

ED 73% Approaches, 55% Meets, 9% Masters

### Algebra I

#### 2022

66% Approaches,34 % Meet,17 % Masters

SPED -50%/11%/2%

LEP- 59%/23%/5%

ED- 61%/26%/12%

## 2021

61% Approaches, 18% Meets, 5% Masters

SPED-45%/7%/0%

LEP-63%/5%/0%

ED-48%/9%/1%

## Biology

## 2022

90% Approaches, 71% Meet, 30% Masters

SPED-57%/32%/5%

LEP- 57%/33%/4%

ED-81%/48%/8%

## 2021

90% Approaches, 70% Meet, 35% Masters

SPED- 47% /24%/ 3%

LEP- 64%/23%/7%

ED- 80%/49%/19%

## Advanced Placement Data

## 2022

Human Geography

47% scored 3 or higher-176 Exams were given



**2021**

Human Geography

40% scored 3 or higher -81 Exams given

Spanish

97% scored 3 or higher-31 exams given

### **Student Learning Strengths**

1. Sped meets % increase in all EOC's approaches, meets and masters.
2. ELPS scores target met at 37 performance rate.
3. Student Achievement Domain (Student Success) overall met target with a 61 performance rate.
4. AP Human Geography scores consistently above state average.
5. Distinction in Social Studies awarded.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student performance on All subject EOC declined 85% to 79% in Approaches, from 66% to 58% for meets, and 26% to 19% for masters. **Root Cause:** Learning gaps due to Covid.

# School Processes & Programs

## School Processes & Programs Summary

The New Braunfels Ninth Grade Center combines traditional classroom instruction with Project Based Learning strategies for daily instruction.

- Targeted interventions in place for all core subjects built into the Master Schedule and during Advisory
- Administration monitors student progress; one-on-one meetings with students and counselors plus data and middle school teacher feedback all in play.
- Two self-paced computer labs for Apex and intervention in use since 2017. Students identified in early Spring semester for Apex credit recovery.
- Education Center curricular staff assist with data driven student placements; Algebra, Reading, and English podding.

## School Processes & Programs Strengths

### Curriculum:

- Focused Intervention proven to be strength of improving campus test scores on both the retest and first time EOC administrations.
- APEX labs lead to flexibility in scheduling and credit recovery. Relationship with School of Choice yields benefits to students.

### Progress:

- All special programs are monitored by administration.
- Fleener and ELA databases have lead to focused individualized instruction. Student outcomes predictable and improving.

### Staff and Professional Development:

- An abundance of professional development is in place, including many varied training opportunities and on-line options.
- Staff has been open and part of master schedule development and implementation.
- Professional Learning Communities are being established in order to create opportunities for data driven instruction

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a need for opportunities for intervention and curriculum to close gaps. **Root Cause:** Failure rate due to high school rigor plus move-ins with inconsistent credits

# Perceptions

## Perceptions Summary

The New Braunfels Ninth Grade Center embraces the district mission statement of: Engage. Empower. Learn. The NGC currently is the smallest secondary campus in NBISD, with a projected student population for 2022-23 of over 780. The NGC campus prides itself on its support and positive relationships with students. These relationships are key to establishing a campus culture of self aware students that respond to challenging classroom learning opportunities.

Consistent morning lab tutorials are offered, along with opportunities for after school individual help from teachers. Direct Intervention is implemented with positive results in Biology and English. Additional measures of pushing into classrooms to support special programs (ESL, SPED), and creating bridging classes to prepare students for high school courses (Math Models).

Students are held to high expectations of personal conduct. Maximum effort is made to enforce rules and procedures consistently. Restorative Discipline strategies have been implemented and we will continue to grow in this as we train all staff. District SRO presence has added positive perceptions and results to NGC and district climate.

## Perceptions Strengths

Teacher survey indicated the following statements rated the highest with an 51% participation rate.

- 47% Indicated they were proud to work for NBISD

Student participation plays a key role at the NGC, as 55% of students participate in some extra curricular activity. This positive student participation helps offset the transient one year nature of the school. Student survey indicate the following statement with a 31% participation rate.

- Teachers respect me
- Teachers are willing and available to help me learn outside of class time
- Teachers have high expectations for all students.

Parent survey indicated the following statements rated the highest with an 17% participation rate.

- Front office clerical staff is pleasant, helpful, and cooperative.
- My student feels physically safe at school
- The school informs me of activities such as parent meetings, student performances, and special activities
- My student feels respected by teachers, admin, and support staff
- The school's focus is on teaching and learning/My student is challenged by the curriculum

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** All stakeholders identify drug and alcohol use as an issue **Root Cause:** Lack of Educational programs that address alcohol and drug use

# Priority Problem Statements

**Problem Statement 1:** Attendance a struggle at Ninth Grade Center at 91%.

**Root Cause 1:** Students miss school for a variety of reasons at secondary level.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** There is a need for opportunities for intervention and curriculum to close gaps.

**Root Cause 3:** Failure rate due to high school rigor plus move-ins with inconsistent credits

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** All stakeholders identify drug and alcohol use as an issue

**Root Cause 4:** Lack of Educational programs that address alcohol and drug use

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** EOC testing for Special Education and ESL students improving but continues to be a challenge.

**Root Cause 2:** High ratio teacher support staff to sped/ESL student at NGC.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Study of best practices

# Goals





**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 1:** Continue to refine campus instructional strategies to increase student academic opportunities for achievement, and raise End Of Course test Scores in Algebra, ELA, and Biology.

**High Priority**

**Evaluation Data Sources:** 2022 and 2023 STAAR Index I scores for all student groups

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Analyze student academic data to assist in matching specific students to academic strategies <b>Strategy's Expected Result/Impact:</b> Identify specific student needs and meet these needs through a variety of instructional strategies; strategies for 2022-23 are: -HB4545 Advisory Intervention -PLC Data digs -hand scheduling ESL/SpEd students -Apex lab for move-in and semester course recovery -Dyslexia Services <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Reading Intervention Teacher - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$73,581	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide Special Education funded staff in both Algebra and ELA - all Resource and Inclusion Classes <b>Strategy's Expected Result/Impact:</b> Impact - Improve Approaching EOC SPED scores in both Algebra and ELA by 5%. Bring up Meets % by 5% in both areas. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> SPED Teachers - 224 - IDEA B, SpEd - \$121,944	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Ms. Serratorubio and ESL team to push into academic classes. Continue targeted intervention, Sheltered Instruction strategies and APEX lab intervention opportunities. <b>Strategy's Expected Result/Impact:</b> Implementation - measured by ELL student progress in classes, EOC scores, and walk-through observations. Consistent program feedback and discussion also important.  Impact - Improve EOC scores in Algebra, Biology, and ELA for ESL students by 5% at the Approaches level, and 3% at the Meets level. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Communities in Schools counselor (CIS) will provide support for At-Risk students to help increase attendance <b>Strategy's Expected Result/Impact:</b> Expected results will be increased student attendance through relationship building and Tier One needs being met. Messenger call home policy for NBISD are in place for 2021-2022  Goal of 96% attendance for the NGC for 2021-2022 <b>Staff Responsible for Monitoring:</b> Counselor Principal  CIS Campus Director  <b>Funding Sources:</b> CIS - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 199-61 (24) - \$43,784	Formative		
	Nov	Feb	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			



**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 2:** Increase student Meets scores on EOC ELA I from 57% to 65% , and Masters from 10% to 19%

**High Priority**

**Evaluation Data Sources:** NBISD benchmarks, writing, and TEA EOC Performance Data

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Focus on Tier One intervention in Reading classes. <b>Strategy's Expected Result/Impact:</b> Improvement in reading fluency and test taking skills in preparation for ELA EOC. Results of ELA cold tests, walk-throughs, and Benchmark will help guide continuing improvement as students prepare for ELA EOC. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math		Formative		
		Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 3:** Increase students meeting Meets level on EOC Biology I from 71% to 74%, and Mastery level from 30% to 34%.

**High Priority**  
**Evaluation Data Sources:** Fleener Database and TEA EOC Performance Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Using Fleener database, district DLA's, and academic team planning, improve student test scores. <b>Strategy's Expected Result/Impact:</b> Fleener database established predictor of student achievement, and used to emphasize individual students learning areas of weakness. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 4:** Increase student scores on Algebra I EOC , Meets level from 34% to 38%, and Mastery level from17% to 20%.

**Evaluation Data Sources:** NBISD benchmarks and TEA EOC Performance Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Establish Algebra I classroom environment that maintain low ratios. <b>Strategy's Expected Result/Impact:</b> Continued student learning in smaller class environment, resulting in improved Approaching and Meets EOC scores. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Algebra I Intervention - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$72,498	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 1:** Expand Advanced Placement opportunities for Ninth Grade Center Students participating currently offered AP Human Geography from 25% to 30% and AP Spanish by 5%

**Evaluation Data Sources:** AP Enrollment - courses offered

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Research and eventually offer additional AP courses appropriate to Ninth Grade students <b>Strategy's Expected Result/Impact:</b> Increased numbers of students will attend and pass the AP exam <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 2:** Grow participation in the Marine Corps JROTC program at the Ninth Grade Center.

**Evaluation Data Sources:** Enrollment numbers for 2021-2022 school year in comparison by class percentage with previous cohort

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Advertise benefits of ROTC into middle school prior to course registration to continue quality growth of program. Visibility at the middle school level needs to increase. <b>Strategy's Expected Result/Impact:</b> Increased number of students participating in ROTC at the NGC by 10%. <b>Staff Responsible for Monitoring:</b> ROTC Instructors	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 3:** Increase number of students participating in entry level CTE "Principles" courses that lead to career readiness.





**Evaluation Data Sources:** Enrollment of CTE coded students

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Contact all students through classroom guidance to define and encourage continued enrollment in Programs of Study. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of Programs of Study evidenced by maintaining percentage of students enrolled in NGC PofS within CTE pathways. <b>Staff Responsible for Monitoring:</b> Counselors Director of CTE	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 1:** Improve NGC attendance rate from 91% to 95%. Work to average 20 students a day absent instead of 35.

**Evaluation Data Sources:** Compare average attendance for 2021-2022 to current year

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implementation of team groups using targeted attendance data <b>Strategy's Expected Result/Impact:</b> Relationship building with students who have difficult time attending school. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to monitor attendance through 5 labs to include home visits by administration. <b>Strategy's Expected Result/Impact:</b> Build relationships with parents to get kids in school to achieve NGC goal of 95% for the year. <b>Staff Responsible for Monitoring:</b> SST Team-Counselors, Principal, APs, At-Risk Coordinator, CIS	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 2:** Decrease incidence in bullying and other discipline referrals by 10%.

**Evaluation Data Sources:** Ascender data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue utilizing restorative discipline strategies and implement character strong curriculum. <b>Strategy's Expected Result/Impact:</b> The implementation of curriculum and strategies to teach students executive functioning skills will increase their ability and knowledge of conflict resolution, self awareness, and addition SEL competencies. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Counselors	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			



**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 3:** Increase the number of students participation in UIL, clubs, and organizations from 55 to 75%

**High Priority**





**Evaluation Data Sources:** Ascender rosters  
Club and organization rosters

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Survey and recruit staff to sponsor clubs and organizations. Create a club corner more visibility for clubs. <b>Strategy's Expected Result/Impact:</b> Increase student belonging. <b>Staff Responsible for Monitoring:</b> Principal		Formative		
		Nov	Feb	May
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished				
<div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 1:** Continue to attract and retain highly qualified, effective teachers and staff, and lessen staff turnover rate to be equal or less than previous years' average.

**Evaluation Data Sources:** Review of staff exit surveys for trends as to reasons for leaving NGC.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create Professional Learning Communities for core subjects. <b>Strategy's Expected Result/Impact:</b> With three EOC academic areas, planning and teaming are campus's number one priority. Results continue to yield positive student learning and scoring. <b>Staff Responsible for Monitoring:</b> Principal Counselors  <b>Funding Sources:</b> Campus Instructional Coach - 281 - ESSER II Grant - \$73,514	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Involve NBISD curricular staff to drive brainstorming, development, and implementation of both vertical and horizontal instruction. <b>Strategy's Expected Result/Impact:</b> Input by NBISD staff is key to objective improvement for teachers and students. Fresh ideas bring influence and creative ideas.  Results continue to positively impact the NGC, with improved scores and continued introduction of strategic intervention concepts. <b>Staff Responsible for Monitoring:</b> Administration NBISD Curricular Staff	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue NBHS Ninth Grade Center Wellness Plan, including meeting standards and staff wellness goals. <b>Strategy's Expected Result/Impact:</b> Implement wellness challenge that focuses on whole person wellness practices.  Encourage staff participation in Unicorn Fit developed and instructed by NGC staff.  Result with improved staff moral and relationships will positively influence student achievement. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 2:** Continue communication and transparency of NGC facilities planning, goals, and decision-making process to staff

**Evaluation Data Sources:** 2022 and 2023 Staff Satisfaction Survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Document NBHS Ninth Grade Center successes to share with district public relations staff and to publish to parents and the community <b>Strategy's Expected Result/Impact:</b> Implementation - measured by communications liaison in place and events documented  Impact - 2023 School Survey data reflect positive, successful climate <b>Staff Responsible for Monitoring:</b> Communications Liaison Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate through Parent Square, website, and Social Media various school events the achievements of the Ninth Grade Center. Provide Campus Improvement Plan in English and Spanish on the district website. <b>Strategy's Expected Result/Impact:</b> Will increase positive community perception of NGC due to better understanding of campus practices and accomplishments. <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> Contracted services for translation of CIP - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$450	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Build a community of Social and Emotional Support through Character Strong curriculum during advisory. <b>Strategy's Expected Result/Impact:</b> Fewer behavior issues and a more congenial, understanding, and collaborative campus atmosphere. <b>Staff Responsible for Monitoring:</b> Staff and Campus Administration	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Create a Campus Action Team that consist of ALL staff members as a decision maker on one or more of the sub committees: Purpose & Support, Improvement & Technology, Public, Teacher Spirit, Student Spirit, and Success. <b>Strategy's Expected Result/Impact:</b> Increased involvement in campus decision making process by all staff members. Increased opportunity for staff voice. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 3:** Increase overall staff satisfaction from 3 to 4 by Spring of 2023.

**High Priority**  
**Evaluation Data Sources:** 2022 ans 2023 Staff Satisfaction survey results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administration will participate in weekly PLC's more consistently. Create more leadership opportunities for staff through PLC leads, CAT chairs. <b>Strategy's Expected Result/Impact:</b> increase overall staff satisfaction <b>Staff Responsible for Monitoring:</b> Instructional Coach Administration	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 4:** Increase percentage of Fundamental 5 in the classroom. SGPT: 50%, PZ 75%, LF:90%, CW 75% by EOY.





**Evaluation Data Sources:** Eduphoria walk through data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During August PD NGC participated in teacher led professional development based on the fundamental 5 revisited. Fall semester World Geo and ELAR are participating in coaching cycles with instructional coach. Spring Semester we plan to incorporate Math and Biology. Fundamental 5 Coaching is completed weekly with all new to NBISD teachers by the Instructional Coach. Fundamental 5 data is being discussed at weekly leadership meetings and weekly PLC's. Implementation of Fundamental 5 "Mascot War" competition. <b>Strategy's Expected Result/Impact:</b> Increased student engagement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coach	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

**Performance Objective 1:** Implement staff training on safety earlier in the 2022-2023 school year in addition to creating an updated Campus Safety, Security, and Crisis plan add support to Nurse.





**Evaluation Data Sources:** Documentation of SRO led trainings and evaluations of campus safety procedures. Monthly Campus Safety Committee meetings documentation. Documentation of RTI meetings in which "Most" At-Risk student data is reviewed.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to refine Campus Safety, Security and Crisis plans. Implement lock-down drills on consistent basis for a total of five to test crisis plan. Each drill will progress through logistical chaos. <b>Strategy's Expected Result/Impact:</b> Implementation - measured by updated Campus Crisis Manual in place  Impact - 2020 School Survey data reflects NGC as a safe campus <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to improve restorative discipline practices <b>Strategy's Expected Result/Impact:</b> Implementation - measured by restorative discipline meetings and interventions  Impact - Student referrals will decrease by 10% to meet goals <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Add support to nurses office by adding clinical aide. <b>Strategy's Expected Result/Impact:</b> More students are able to be seen in a more timely manner. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - 281 - ESSER II Grant - \$28,911	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

**Performance Objective 2:** Use established NGC Campus Leadership Team as the key Professional Learning Community regarding and developing NGC policies and procedures and new campus initiatives.

**Evaluation Data Sources:** 2022 School Survey data and Leadership Team feedback

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with staff in identifying clear professional development plans and goals <b>Strategy's Expected Result/Impact:</b> Monthly meetings within conference period as a small group conduit for implementation and feedback.  Impact measured on 2020 School Survey Data. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Consistently and fairly evaluate teachers using T-TESS to provide ongoing, timely feedback and to establish a culture of continuous improvement <b>Strategy's Expected Result/Impact:</b> Implementation - measured by T-TESS training notes and appraisals <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide opportunities for professional development to include on line training, blended instruction, collaboratives, summer options, design projects, and book studies. <b>Strategy's Expected Result/Impact:</b> Discussion and evaluation through feedback as well as measured professional development plans in Eduphoria. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Develop a system for staff recognition to include weekly staff shout outs, teacher monthly spotlight, etc. <b>Strategy's Expected Result/Impact:</b> Implementation - measured by recognition system in place  Impact -2023 School Survey data reflects recognition of faculty successes <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)

**Performance Objective 3:** Increase student satisfaction survey results: Teachers from 72% to 80%, Counselors from 66% to 80%, Administration from 64% to 80%.

**High Priority**





**Evaluation Data Sources:** 2022 Student Satisfaction data  
2023 Student Satisfaction data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> I. Incentives and icrese the number of teacher/sponsor who are willing to sponsor clubs and organizations 2. Increase student club and organization participation 3. Implement expectations for community Service opportunities through clubs and orgs. <b>Strategy's Expected Result/Impact:</b> Increase number of student participation in clubs and organizations from 33% to 75%. Increase Student survey satisfaction: Teachers from 72% to 80%, Counselors 66% to 80%, Administration from 64% to 80%.	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 1:** Increase parental involvement through PTA, booster groups, mentor-ship programs like CIS, and other volunteer opportunities.

**Evaluation Data Sources:** 2022 Parent Involvement Data, Parent Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop more ways for parents and community to be involved in Ninth Grade Center <b>Strategy's Expected Result/Impact:</b> Implementation - measured by CIC minutes and events held,  Continue to hold events such as Four Year planning and ESL transitions to promote academic awareness and school / parent interaction.  Impact - More parents and community members will participate in NGC events this year <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create Student Advisory Committee to increase student voice opportunities for campus culture, climate, and needs. <b>Strategy's Expected Result/Impact:</b> By allowing students to have a voice in the decision making process on campus, campus culture and climate will improve. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 2:** Increase parent satisfaction survey by 10% from 71% to 81%.

**High Priority**

**Evaluation Data Sources:** 2022 and 2023 Parent Satisfaction data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Partner with NBHS to increase the number of parents participating in the PTA from NGC - host PTA meeting at NGC at the beginning of the year <b>Strategy's Expected Result/Impact:</b> Increase in parent involvement will increase parent satisfaction. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 3:** Increase the number of staff participation in committees to 80%.

**Evaluation Data Sources:** Campus Action Team sign up  
District Committees

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 1. Identify who the community partners are in our area 2. Revamp current campus committees and implement procedure for monthly committee meetings <b>Strategy's Expected Result/Impact:</b> Increase number of opportunities for community partnerships with the campus by 25%. Increase number of staff participation in committees to 80% <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

# State Compensatory

## Budget for Ninth Grade Center

**Total SCE Funds:** \$183,170.00

**Total FTEs Funded by SCE:** 1.9

### Brief Description of SCE Services and/or Programs

Math and ELA intervention, Communities in Schools Support, Supplies

## Personnel for Ninth Grade Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Shepard	Math Intervention Teacher	0.5
Gina Schmid	Reading Intervention Teacher	0.9
Melanie Hastings	Math Intervention Teacher	0.5

# 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Gina Schmid	English Dept Chair
Classroom Teacher	Trent Wenzel	SS Dept Chair
Classroom Teacher	Janet Guillen	Math Dept Chair
Classroom Teacher	Jared Timmolns	Bio Dept Chair
Administrator	Rudy Gonzalez	Assistant Principal
Classroom Teacher	Russell Licoln	Sped teacher
Classroom Teacher	Lisa Serraturubio	ESL Teacher
Non-classroom Professional	Courtney Johnson	CIS counselor
Foreign Language Teacher	Walkiria Grenier	FL Dept chair
Non-classroom Professional	Sara Vasquez	Librarian
Lead Counselor	Gabby Wertz	Counselor
Administrator	Angelia Watson	Principal
Parent	Jaymie Snider	parent
Community Representative	Adam Smith	Community Member

# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Intervention Teacher		\$73,581.00
1	1	4	CIS	199-61 (24)	\$43,784.00
1	4	1	Algebra I Intervention		\$72,498.00
4	2	2	Contracted services for translation of CIP		\$450.00
Sub-Total					\$190,313.00
Budgeted Fund Source Amount					\$190,313.00
+/- Difference					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SPED Teachers		\$121,944.00
Sub-Total					\$121,944.00
Budgeted Fund Source Amount					\$121,944.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Campus Instructional Coach		\$73,514.00
5	1	3			\$28,911.00
Sub-Total					\$102,425.00
Budgeted Fund Source Amount					\$102,425.00
+/- Difference					\$0.00
Grand Total Budgeted					\$414,682.00
Grand Total Spent					\$414,682.00
+/- Difference					\$0.00

# Addendums



## **New Braunfels ISD-NGC**

### **2022-2023 Parent and Family Engagement Activities**

#### **August**

- Meet the Unicorns
- Rising 9th Grade Night

#### **September**

- Open House with academic information sessions
- Evening with the Counselors with academic information
- CIC Meeting
- Fall Choir Concert

#### **October**

- CTE Night
- ROTC 5-K Run
- Candlelight Pep Rally
- Fall Drama Production
- ELL Family Night

#### **November**

- Veterans Day Band Concert

#### **December**

- Holiday Choir Concert
- Band Concert

#### **January**

- Winter Wonderland Dance
- CIC Meeting

#### **February**

- 4 Year Graduation Planning Meetings
- ROTC Military Ball

#### **March**

- Campus Report Card Meeting
- Winter Guard Gala

## **April**

- One Act Play performances (multiple nights)
- Night of Jazz Band Concert
- Percussion Concert

## **May**

- Special Olympics Track Meet
- CIC Meeting
- Booster Meetings (Cheer, Dance, FFA)
- Heroes Dessert
- Band Banquet
- ROTC Awards Ceremony
- FFA Banquet
- Percussion Concert
- Choir Concert
- All Sports Banquet
- Band Spring Fling
- Choir Banquet