

New Braunfels Independent School District

Ninth Grade Center

2023-2024 Campus Improvement Plan



Board Approval Date: November 13, 2023

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 Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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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 12th and last year of existence in support of Ninth Grade only . The NGC will host around 750- 800 students; a number that is similar than to the 2022-23 year. This is the last year where all New Braunfels students come together for the first time from Oak Run and New Braunfels Middle Schools.

2022-23 Data:

414 Male (53.01%) 367 Female (46.99%)

Hispanic 45.20%, Anglo 49.42%, African American 1.79%, Two or more 2.56%

ECO 35.85%, EB 8.19%, ESL 8.19%, SPED 11.27%, 504 14.89%

Demographics Strengths

Demographics Strengths

Hispanic 45.20%

Anglo 49.42%

African American 1.79%

Two or more 2.56%

ECO 35.85%

EB 8.19%,

ESL 8.19%

SPED 11.27%

504 14.89%

mobility rate 16.83%

gifted and talented 9.47%

AP enrollment 48%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance a struggle at Ninth Grade Center at 92%. **Root Cause:** Students miss school for a variety of reasons at secondary level.

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

Problem Statement 4 (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

Problem Statement 5 (Prioritized): Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. **Root Cause:** Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.

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

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

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

2023

86.75% Approaches, 71.17% Meets, 18.85% Masters

SPED 45% Approaches, 24.64% Meets, 0%Masters

EB 64.29% Approaches, 39% Meets, 1.79% Masters

ED % Approaches, % Meets, % Masters

Algebra I

2022

66% Approaches,34 % Meet,17 % Masters

SPED -50%/11%/2%

EB- 59%/23%/5%

ED- 61%/26%/12%

2023

85.37% Approaches, 52.40% Meets, 18.34% Masters

SPED-50%/18.18%/7.58%

EB-88%/50%/15.38%

ED-%. %/. %

Biology

2022

90% Approaches, 71% Meet, 30% Masters

SPED-57%/32%/5%

LEP- 57%/33%/4%

ED-81%/48%/8%

2023

97.4% Approaches, 74.83% Meets, 33.24% Masters

SPED- 87% /26.47%/ 8.82%

EB- 91.23%/49%/7.02%

ED- %. /%. / %

Advanced Placement Data

2022

Human Geography

47% scored 3 or higher-176 Exams were given

2023

Human Geography

% scored 3 or higher - 188 Exams given

Spanish

% 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.

Problem Statement 2 (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

Problem Statement 3 (Prioritized): Attendance a struggle at Ninth Grade Center at 92%. **Root Cause:** Students miss school for a variety of reasons at secondary level.

Problem Statement 4 (Prioritized): EOC testing for Special Education and EB students improving but continues to be a challenge. **Root Cause:** High ratio teacher support staff to SPED/EB student at NGC.

School Processes & Programs

School Processes & Programs Summary

The New Braunfels Ninth Grade Center combines traditional classroom instruction with student centered 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.
- Self-paced computer labs for Apex and intervention in use since 2017. Students identified in early Spring semester for Apex credit recovery.

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.

Progress:

- All special programs are monitored by administration.
- Structured PLC for core content areas have lead to focused individualized instruction through data desegregation. 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 have been established in order to create opportunities for data driven instruction
- Campus Instructional coach provides coaching cycles for student centered 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

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

Problem Statement 4 (Prioritized): Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. **Root Cause:** Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.

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): Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. **Root Cause:** Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.

Problem Statement 2: 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.

Priority Problem Statements

Problem Statement 1: EOC testing for Special Education and EB students improving but continues to be a challenge.

Root Cause 1: High ratio teacher support staff to SPED/EB student at NGC.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Attendance a struggle at Ninth Grade Center at 92%.

Root Cause 2: Students miss school for a variety of reasons at secondary level.

Problem Statement 2 Areas: Demographics - Student Learning

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: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Stakeholders continue to identify drug use (vapes, etc.) as an area of concern.

Root Cause 4: Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

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: Increase student Meets scores on EOC ELA I from 74.83% to 78% , and Masters from 18.85% to 24%

High Priority

Evaluation Data Sources: Interim, Common Assessment and TEA EOC Performance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on Tier One intervention in Reading classes. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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





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

Performance Objective 2: Increase students meeting Meets level on EOC Biology I from 74.83% to 80%, and Mastery level from 33.24% to 39%.

High Priority

Evaluation Data Sources: Interim, Common Assessment and TEA EOC Performance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Using Common Assessment, Interim, and academic team planning (PLC), improve student test scores. Strategy's Expected Result/Impact: Lead4ward establish predictor of student achievement, and used to emphasize individual students learning areas of weakness. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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

Performance Objective 3: Increase student scores on Algebra I EOC , Meets level from 52.4% to 55%, and Mastery level from 18.34% to 22%.

Evaluation Data Sources: Interim, Common Assessment and TEA EOC Performance Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Establish Algebra I classroom environment that maintain low ratios. Strategy's Expected Result/Impact: Continued student learning in smaller class environment, resulting in improved Approaching and Meets EOC scores. Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Algebra I Intervention - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$72,498	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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 30% to 35% and AP Spanish by 5%

Evaluation Data Sources: AP Enrollment - courses offered

Strategy 1 Details	Formative Reviews		
Strategy 1: Research and eventually offer additional AP courses appropriate to Ninth Grade students Strategy's Expected Result/Impact: Increased numbers of students will attend and pass the AP exam Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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

Performance Objective 2: Increase number of students participating in entry level CTE "Principles" courses by 5% that lead to career readiness.

Evaluation Data Sources: Enrollment of CTE coded students

Strategy 1 Details	Formative Reviews		
Strategy 1: Contact all students through classroom guidance to define and encourage continued enrollment in Programs of Study. Strategy's Expected Result/Impact: Increased knowledge of Programs of Study evidenced by maintaining percentage of students enrolled in NGC PofS within CTE pathways. Staff Responsible for Monitoring: Counselors Director of CTE Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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 94% to 96%. Work to average 20 students a day absent instead of 35.

Evaluation Data Sources: Compare average attendance for 2022-2023 to current year

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of team groups using targeted attendance data Strategy's Expected Result/Impact: Relationship building with students who have difficult time attending school. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to monitor attendance through 5 labs to include home visits by administration. Strategy's Expected Result/Impact: Build relationships with parents to get kids in school to achieve NGC goal of 95% for the year. Staff Responsible for Monitoring: SST Team-Counselors, Principal, APs, At-Risk Coordinator, CIS Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.
Student Learning
Problem Statement 3: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.

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% =(292) . 2022-2023 referrals =324.

Evaluation Data Sources: Ascender and 5 labs data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue utilizing restorative discipline strategies and implement character strong curriculum. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Problem Statements: Demographics 5 - School Processes & Programs 4 - Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. Root Cause: Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.
School Processes & Programs
Problem Statement 4: Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. Root Cause: Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.
Perceptions
Problem Statement 1: Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. Root Cause: Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.

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 67 to 75%

High Priority

Evaluation Data Sources: Ascender rosters

Club and organization rosters

5 Labs Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Survey and recruit staff to sponsor clubs and organizations. Create a club corner more visibility for clubs. Strategy's Expected Result/Impact: Increase student belonging. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.
Student Learning
Problem Statement 3: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.

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

Performance Objective 4: Increase NGC Core Values Student Survey scores: I am respected by my peers 3.61 to 3.75, I feel respected by school staff 3.59 to 3.7, I feel safe at school 3.37 to 3.6

Evaluation Data Sources: NGC Student Core Values Survey Spring 2024





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 (88% Retention for 2022-2023)

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Create Professional Learning Communities for core subjects. Strategy's Expected Result/Impact: With three EOC academic areas, planning and teaming are campus's number one priority. Results continue to yield positive student learning and scoring. Staff Responsible for Monitoring: Principal Counselors Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Campus Instructional Coach - 281 - ESSER II Grant - \$73,514	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Involve NBISD curricular staff to drive brainstorming, development, and implementation of both vertical and horizontal instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration NBISD Curricular Staff Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue NBHS Ninth Grade Center Wellness Plan, including meeting standards and staff wellness goals. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 5 - School Processes & Programs 4 - Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 4: 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 Problem Statement 5: Stakeholders continue to identify drug use (vapes, etc.) as an area of concern. Root Cause: Lack of Educational programs that address vape and additional drug use. This includes legal and local consequences. In addition, lack of alternatives to DAEP for consequences.
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Goal 4: NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

Performance Objective 2: Increase overall staff satisfaction from 3 to 4 by Spring of 2024.

High Priority

Evaluation Data Sources: 2023 and 2024 Staff Satisfaction survey results

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will participate in weekly PLC's more consistently. Create more leadership opportunities for staff through PLC leads, CAT chairs. Strategy's Expected Result/Impact: increase overall staff satisfaction Staff Responsible for Monitoring: Instructional Coach Administration Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 2	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue communication and transparency of NGC facilities planning, goals, and decision-making process to staff Strategy's Expected Result/Impact: Increase overall staff satisfaction and retention of high quality staff.	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level. Problem Statement 2: EOC testing for Special Education and EB students improving but continues to be a challenge. Root Cause: High ratio teacher support staff to SPED/EB student at NGC.
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School Processes & Programs

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

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

Performance Objective 3: Increase percentage of Fundamental 5 in the classroom. SGPT: 50%, PZ: 80%, FL:90%, CW:75% and R & R: 63% by EOY.

Evaluation Data Sources: Eduphoria walk through data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Increased student engagement. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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 2023-2024 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.
5 Labs Data
Gaggle Data

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: Implementation - measured by updated Campus Crisis Manual in place Impact - 2020 School Survey data reflects NGC as a safe campus Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to improve restorative discipline practices Strategy's Expected Result/Impact: Implementation - measured by restorative discipline meetings and interventions Impact - Student referrals will decrease by 10% to meet goals Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Add support to nurses office by adding clinical aide. Strategy's Expected Result/Impact: More students are able to be seen in a more timely manner. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 3 Funding Sources: - 281 - ESSER II Grant - \$28,911	Formative		
	Nov	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 1 Problem Statements:**Demographics****Problem Statement 1:** Attendance a struggle at Ninth Grade Center at 92%. **Root Cause:** Students miss school for a variety of reasons at secondary level.**Problem Statement 4:** 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**Student Learning****Problem Statement 2:** 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**Problem Statement 3:** Attendance a struggle at Ninth Grade Center at 92%. **Root Cause:** Students miss school for a variety of reasons at secondary level.**School Processes & Programs****Problem Statement 1:** 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

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: 2023 School Survey data and Leadership Team feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with staff in identifying clear professional development plans and goals Strategy's Expected Result/Impact: Monthly meetings within conference period as a small group conduit for implementation and feedback. Impact measured on 2024 School Survey Data. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistently and fairly evaluate teachers using T-TESS to provide ongoing, timely feedback and to establish a culture of continuous improvement Strategy's Expected Result/Impact: Implementation - measured by T-TESS training notes and appraisals Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for professional development to include on line training, blended instruction, collaboratives, summer options, design projects, and book studies. Strategy's Expected Result/Impact: Discussion and evaluation through feedback as well as measured professional development plans in Eduphoria. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop a system for staff recognition to include weekly staff shout outs, teacher monthly spotlight, etc. Strategy's Expected Result/Impact: Implementation - measured by recognition system in place Impact -2023 School Survey data reflects recognition of faculty successes Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 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
Student Learning
Problem Statement 2: 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
School Processes & Programs
Problem Statement 1: 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

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 opportunities for community involvement by establishing PTA, booster groups, mentor-ship programs like CIS, and other volunteer opportunities.

Evaluation Data Sources: 2023-24 Parent Involvement Data, Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop more ways for parents and community to be involved in Ninth Grade Center Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Create Student Advisory Committee to increase student voice opportunities for campus culture, climate, and needs. Strategy's Expected Result/Impact: By allowing students to have a voice in the decision making process on campus, campus culture and climate will improve. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.
Student Learning
Problem Statement 3: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.

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 data: I feel school is safe 4.10 to 4.25; I feel teachers care about my student 3.19 to 3.25, I feel administration cares about my student 3.75 to 3.80, The campus helps my student be their best 4.16 to 4.25, Everyone matters 4.16 to 4.25

High Priority
Evaluation Data Sources: 2023 and 2024 Parent Satisfaction Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 Strategy's Expected Result/Impact: Increase in parent involvement will increase parent satisfaction. Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 3	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>			

Performance Objective 2 Problem Statements:





Demographics
Problem Statement 1: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.
Student Learning
Problem Statement 3: Attendance a struggle at Ninth Grade Center at 92%. Root Cause: Students miss school for a variety of reasons at secondary level.

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		
Strategy 1: 1. Identify who the community partners are in our area 2. Revamp current campus committees and implement procedure for monthly committee meetings Strategy's Expected Result/Impact: Increase number of opportunities for community partnerships with the campus by 25%. Increase number of staff participation in committees to 80% Staff Responsible for Monitoring: Principal Problem Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: 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
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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>
Jenny Kammerer	Math Intervention Teacher	0.5
Mary Alice Jones	Reading Intervention Teacher	0.9
Melanie Hastings	Math Intervention Teacher	0.5

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Richard Almaraz	English Dept Chair
Classroom Teacher	Trent Wenzel	SS Dept Chair
Classroom Teacher	Erin Shephard	Math Dept Chair
Classroom Teacher	Jared Timmolns	Bio Dept Chair
Administrator	Jeff Vaughn	Assistant Principal
Classroom Teacher	Russell Licoln	Sped teacher
Classroom Teacher	Lisa Serraturubio	ESL Teacher
Non-classroom Professional	Teresa Richter	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	Christina Duncan	parent
Community Representative	Adam Smith	Community Member
Classroom Teacher	Chasity Camero	CTE Department Lead
Classroom Teacher	Regina Dockal	FA Department Lead
Parent	Sarah Wilson	parent

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Algebra I Intervention		\$72,498.00
Sub-Total					\$72,498.00
Budgeted Fund Source Amount					\$190,313.00
+/- Difference					\$117,815.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$121,944.00
+/- Difference					\$121,944.00
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					\$174,923.00
+/- Difference					\$239,759.00

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