Hutto Independent School District

Hutto High School 9th Grade Center

2026-2027 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Mathematics



Mission Statement

The NGC inspires all students to achieve excellence in academics, character, and community.

Vision

The NGC inspires excellence.

Value Statement

NGC Motto: “Above the Line"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto 9th Grade Center (NGC) is stationed at 301 Destiny Lane in the northern most area of Hutto Independent School District, located in Williamson County in Central Texas. The NGC opened its doors in the Fall of 2021 and remains a part of Hutto High School. The NGC's student population consists of students coming from our three feeder middle schools: Hutto Middle School, Farley Middle School, and Gus Almquist Middle School. In addition, every student at the NGC is a true freshman in the district. In the Fall of 2025, the student population at the NGC was approximately 771 students. By the end of the school year in 2026, the population stayed close to this number at 776 students. BOY projections for the 2026-2027 school year show us increasing by nearly 100 students to a total of 860 students.

For the 2025-2026 school year, the demographic breakdown of the NGC student population is as follows:

Students Population	
Gender:	
Female	49.61%
Male	50.39%
Ethnicity Distribution:	
Hispanic-Latino	48.05%
American Indian - Alaskan Native	0.13%
Asian	3.38%
Black - African American	14.68%

Students Population	
Gender:	
Female	49.61%
Male	50.39%
Ethnicity Distribution:	
White	25.84%
Other/ Two or More	7.79%
Special Populations:	
Special Education (SPED)	15.84%
English Language Learners (ELL)	15.32%
At-Risk	57.9%
Gifted and Talented	7.14%

Dyslexia	8%
Section 504	14.16%
Staff Population	

Dyslexia	8%
Gender:	
Female	66%
Male	35%
Ethnicity Distribution:	
Hispanic-Latino	25%
Black - African American	2.8%
White	69.4%
Other	2.8%
Years of Service:	
0-1 (teachers)	11.1%
2 (teachers)	5.6%
3+ (teachers)	83.3%
Number of Certifications:	
Uncertified	16.7%

Dyslexia	8%
One	38.9%
Multiple	44.4%
Projected Staff Turnover:	20%

Overall, NGC's population continues to grow and mirror the rapid growth of the city of Hutto. In addition, the NGC maintained comparable percentages in all sub groups to the year prior. The analysis is below:

- Hispanic numbers remained consistent at 48%
- English Language Learners (ELL) learners stayed the same from 15.08% to 15.32%.
- The SPED population increased, after decreasing for the past 2 years, from 13% to 15.84%.
- The overall At-Risk student population decreased from 61% to 58% of total students.
- Additionally, the overall population of economically disadvantaged students receiving free or reduced meals at the NGC is 41%.

With the continued growth of the city of Hutto, more apartment buildings are being added within the city limits. This is potentially drawing in more families with lower monthly incomes than the average Hutto homeowner. This inference was validated by the increase in Economically Disadvantaged students both last year and this year. These numbers may also be an indicator for the steady increase in At-Risk students as well. Hutto ISD and the NGC, continue to grow to be a more diverse community facilitating many cultures and ethnicities.

In 2025-2026, the NGC had a staff of 79 members with 5 administrators, 8 professional support personnel, 52 teachers, and 14 clerical/paraprofessional positions. The majority of the NGC's teachers carry multiple years of experience, and only 4 total teachers are in their first or second year of teaching. Overall, the subject areas are balanced with equally sized teams of roughly 5-7; however, the demographic breakdown of the staff is not equally distributed. The NGC's staff is primarily female and more than half of the staff population is caucasian. This does not mirror the NGC student population which is nearly 50% male and 50% Hispanic. While the NGC staff lacks the diversity of the student population, the small number of staff does allow for a very familial environment. The NGC is anticipating a turnover rate of nearly 20% which is comparable to the year prior at 21%, but down from 37.5% in 2023-2024. These numbers reflect participation in the CNA Demographics Survey.

Demographics Strengths

- The NGC only has one grade level to focus on which allows for a single mission of preparing 9th grade students for success at the secondary level.
- The NGC student population continues to become more diverse, growing in ethnicity and culture.
- ESL students bring multiple languages and cultures to the NGC.
- Though isolated from other campuses, the NGC is able to independently support all special programs from SPED (BASE & FA) to EB services, to the offering of all entry level CTE pathways.
- The NGC has a small staff of 79 members which creates a very familial feeling amongst staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The inclusion/On-Level classes at the NGC have a wide-range of skill levels and deficits that are difficult to meet with current class offerings.
Root Cause: Increasing populations across all subgroups make it difficult to meet the needs of all students.

Problem Statement 2: Students' schedules are often changed mid-year for varying reasons, without teacher notification.
Root Cause: Inconsistent systems for approving and communicating student schedule changes.

Problem Statement 3: Student needs are not met when teachers are not consistently in the classroom.
Root Cause: Teachers are frequently absent from the classroom for a variety of reasons including - Athletics, events, conferences, ARDs, and various personal reasons.

Problem Statement 4 (Prioritized): Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable.
Root Cause: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Problem Statement 5: Among the 117 Emergent Bilingual students at the NGC, the weakest TELPAS domain performance is concentrated in Writing and Listening -- domains that require the deepest academic language production and receptive language processing. Students who do not progress in these domains cannot demonstrate sufficient composite growth to earn ELP progression group points in Domain 3.
Root Cause: EB students at the NGC are receiving inconsistent exposure to the academic language demands of written and oral production specifically within content-area classrooms. Core content teachers in English I and Algebra I have not received sustained professional development in sheltered instruction strategies that target writing and listening as academic language skills.

Student Learning

Student Learning Summary

The NGC offers a wide range of learning opportunities for Hutto ISD 9th graders. We have eight different Career & Technology Education (CTE) entry-level principles courses which allow students to embark upon the journey to earn an endorsement in 11 different CTE pathways. At the NGC, we offer entry-level courses in Agriculture, Business, Computer Science, Criminal Justice, Digital Media, Engineering, Health Science, Hospitality, and Human Services. For the CTE courses, the NGC participates in a BOY and EOY Teacher Incentive Allotment (TIA) test which is used for the TIA. In addition to CTE courses, the NGC has several Fine Arts and extra-curricular opportunities including Air Force ROTC, Athletics, Art I, Band, Choir, Dance, Orchestra, and Theatre. In Languages Other Than English (LOTE), the NGC is limited to offering only Spanish. All these electives offer differentiated pathways for students to achieve personal success outside of the core content areas. Utilizing the above courses combined with the "4 x 4" core course load, all students have the opportunity to earn a total of seven credits their freshman year. This would involve a full credit in Math, English, Science, and Social Studies combined with 3 additional credits in the electives above; doing so gives students the opportunity to earn enough credits to be a sophomore at Hutto High School.

Though the NGC only facilitates one grade level (9th), we are able to offer accelerated pathways in Math and Spanish. We have several students who are able to take Geometry at the NGC, and some who advance beyond Geometry to Algebra II; however, these students must take this class at Hutto High School (HHS), or online via Edmentum. Students who are advanced in Spanish are able to take Spanish II & III at the NGC. In addition to these two opportunities for accelerated advancement and the Honors courses which are held in each content area, the NGC also offers Advance Placement in Social Studies through AP Human Geography and advanced placement in Spanish through AP Spanish IV. These two courses participate in the AP College Board examination during the Spring.

The other core subjects are tested in the Spring via the STAAR test. To prepare for this, the NGC participates in three NWEA MAP STAAR screeners throughout the year. The MAP screeners are used as formative assessments to measure student growth toward success on the STAAR EOCs in Math & English. In addition, the NGC participates in the STAAR Interim (IA) in order to prepare students for their Spring formal administration; this test was provided twice during the 2025-2026 school year, once in the Fall and once in the Spring. All assessments assist in measuring student progress which culminates in April via Spring STAAR testing where students take the End-of-Course (EOC) exams for Algebra I, Biology & English I. A breakdown of the past two year's scores in these three assessments can be viewed below.

Algebra I MAP Data					
Fall 25/26 Results		**Winter 25/26 Results**		**Spring 25/26 Results**	
Total Tests Taken = 430		**Total Tests Taken = 511**		**Total Tests Taken =**	
Did Not Meet:	10.23%	Did Not Meet:	15.46%	Did Not Meet:	28.86%

Algebra I MAP Data					
Approaches:	47.67%	Approaches:	48.14%	Approaches:	46.89%
Meets:	31.63%	Meets:	28.77%	Meets:	18.04%
Masters:	10.47%	Masters:	7.63%	Masters:	6.21%

English 1 MAPS Data					
Fall 25/26 Results		**Winter 25/26 Results**		**Spring 25/26 Results**	
Total Tests Taken = 691		**Total Tests Taken = 685**		**Total Tests Taken = 734**	
Did Not Meet:	10.71%	Did Not Meet:	12.7%	Did Not Meet:	21.34%
Approaches:	17.94%	Approaches:	22.34%	Approaches:	20.61%
Meets:	55.86%	Meets:	51.82%	Meets:	48.19%
Masters:	15.48%	Masters:	13.14%	Masters:	9.87%

Algebra I STAAR Interim Data	
Fall 25/26 Results	**Spring 25/26 Results**

Algebra I STAAR Interim Data			
Total Tests Taken = 568		**Total Tests Taken = 554**	
Did Not Meet:	31.51%	Did Not Meet:	44.4%
Approaches:	23.06%	Approaches:	13.72%
Meets:	19.37%	Meets:	18.23%
Masters:	25.88%	Masters:	23.47%

English 1 STAAR Interim Data			
Fall 25/26 Results		**Spring 25/26 Results**	
Total Tests Taken = 740		**Total Tests Taken = 715**	
Did Not Meet:	34.73%	Did Not Meet:	39.16%
Approaches:	12.43%	Approaches:	6.71%
Meets:	26.08%	Meets:	26.85%
Masters:	26.76%	Masters:	27.27%

Biology STAAR Interim Data	
Spring 25/26 Results	
Total Tests Taken = 713	
Did Not Meet:	41.94%
Approaches:	58.06%
Meets:	47.69%
Masters:	30.43%

Algebra I STAAR Data			
2024-2025 Results		**2025-2026 Results**	
Total Tests Taken = 586		**Total Tests Taken = 566**	
Did Not Meet:	22%	Did Not Meet:	15%
Approaches:	33%	Approaches:	37%
Meets:	26%	Meets:	33%
Masters:	19%	Masters:	14%

Biology STAAR Data			
2024-2025 Results		**2025-2026 Results**	
Total Tests Taken = 795		**Total Tests Taken = 742**	
Did Not Meet:	5%	Did Not Meet:	7%
Approaches:	23%	Approaches:	25%
Meets:	50%	Meets:	37%
Masters:	22%	Masters:	31%

English I STAAR Data			
2024-2025 Results		**2025-2026 Results**	
Total Tests Taken = 795		**Total Tests Taken = 741**	
Did Not Meet:	20%	Did Not Meet:	19%
Approaches:	18%	Approaches:	16%
Meets:	48%	Meets:	54%
Masters:	13%	Masters:	10%

The NGC saw consistency between last year's EOC assessment results and this year's results. Though there was not much change in the scores, the NGC is trending in the right direction on all EOC assessments. In all subjects, the NGC had higher passing rates than the previous year. In addition, the NGC increased "Meets" to the highest in school history in all three subjects. However, Masters numbers saw a decline since last year. In Algebra I, Masters decreased by 5%, and English I decreased from 13%-10%. Biology was the only subject to see an increase in Masters from 22% to 31%. All these differences indicate that we are reaching students who struggle with the STAAR assessment, but are not taking advantage of boosting students at the "Meets-high" level.

In contrast to the positive growth in lower performing students on the EOC, the NGC experienced an increase in course failures likely from these same students.

After each Nine-Week Grading Period, Credit Recovery projects were assigned to students in each core class and those who completed the project were able to recover credit. The approximate data is below for each grading period:

- 1st Nine-Weeks
    - Math: 19 assigned credit recovery, 9 recovered credit.
    - Science: 83 assigned credit recovery, 48 recovered credit.
    - English: 51 assigned credit recovery, 26 recovered credit.
    - Social Studies: 32 assigned credit recovery, 13 recovered credit.
- 2nd Nine-Weeks/1st Semester
    - Math: 40 assigned credit recovery, 11 recovered credit.
    - Science: 90 assigned credit recovery, 20 recovered credit (excludes 2 science classes due to missing staff).
    - English: 61 assigned credit recovery, 22 recovered credit.
    - Social Studies: 47 assigned credit recovery, 16 recovered credit.
- 3rd Nine-Weeks
    - Math: 59 assigned credit recovery, 4 recovered credit.
    - Science: 96 assigned credit recovery, 22 recovered credit.
    - English: 73 assigned credit recovery, 8 recovered credit.
    - Social Studies: 47 assigned credit recovery, 4 recovered credit.

Out of the 776 students who attended the NGC in the 2025-2026 school year, 72 students did not transition to HHS with at least 6 credits. This percentage remained consistent at 10% from the prior year. Some of these students have been assigned to Summer School for Credit Recovery.

The NGC has a plethora of courses and opportunities for students to find interest and success in extracurriculars, Fine Arts, LOTE, and CTE. The NGC is staffed and equipped to offer entry into 93% of the CTE pathways offered at Hutto High School. The only pathways that are not available to NGC students is Automotive and Education; however, they can begin these pathways at HHS their sophomore year. In regards to achievement, EOC passing rates are consistent and trending slightly upward in all subjects, except in "Masters." Failure rates continue to be a concern.

Student Learning Strengths

- The NGC is able to offer entry into nearly every extracurricular activity and all but one of the CTE pathways.
- Credit recovery packets offered up to 52% credit recovery, reducing student need for summer credit recovery.
- Meets grade level increased in all subjects.
- Algebra I showed an increase in all areas, but Masters.
- English I showed an increase in all areas, but Masters.
- Biology continues to have strong scores, and met the Hutto ISD goal of “90, 60, 30” in student performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance on NWEA MAP and STAAR Interim assessments declined throughout the 2025-2026 school year indicating concerns with student performance consistency and assessment engagement.
Root Cause: Lack of a standardized system to ensure consistent student engagement, monitoring, and accountability during interim assessments, resulting in inconsistent performance outcomes across administrations.

Problem Statement 2 (Prioritized): Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology.
Root Cause: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 3: Course failure rates increased during the 2025-2026 school year, with a growing number of students requiring credit recovery and a decrease in successful completion, resulting in more students not earning a full year of credits.
Root Cause: Lack of consistent student accountability and urgency in completing assigned coursework and credit recovery requirements, reducing the effectiveness of existing intervention systems.

Problem Statement 4 (Prioritized): Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet.
Root Cause: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.

Problem Statement 5 (Prioritized): 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%.
Root Cause: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

School Processes & Programs Summary

The Hutto ISD Ninth Grade Center (NGC) has established multiple systems and programs designed to support students' academic, social, and emotional development.

In the area of academics, the NGC offers a wide range of course opportunities, including electives in CTE, LOTE, Fine Arts, and Athletics. Through these offerings, students are able to begin their high school experience within approximately 93% of the pathways available at Hutto High School. Additionally, standardized curriculum resources in English, Math, and Science provide a consistent instructional foundation across classrooms.

NGC currently operates on a nine-period schedule that includes 45-minute lunch periods during 4th, 5th, and 6th periods, as well as an embedded 8th period advisory/flex period. The 8th period serves multiple operational and instructional purposes, including synchronizing travel time for student-athletes traveling to Hutto High School for afternoon athletic participation, providing HB1416 students with opportunities to complete required instructional minutes under teacher supervision, and creating dedicated time for Professional Learning Communities (PLCs). Each academic department is assigned a rotating weekly PLC period during the 8th period advisory schedule to support collaboration and instructional planning.

Originally designed as a non-curricular student support period, the 8th advisory period has evolved into a flex, class of choice period that allows both students and staff to address individualized academic and extracurricular needs. The flex structure provides approximately 580 students and teachers with targeted opportunities throughout the week for tutoring, enrichment activities, intervention support, collaborative projects, clubs, hobbies, and social interaction, ensuring greater alignment between student needs and available campus resources.

To support student management and intervention, the NGC has integrated the Minga platform into its 8th period Flex Advisory structure. Minga is used for advisory registration as well as tracking student tardies to school and between periods. When implemented with fidelity, this Minga tardy and hall pass system has the potential to create a structured and accountable process for the hallways. Data trends from 1st NW to the 3rd NW showed an average 200% increase in tardies during lunch periods. Inconsistent implementation has limited the overall effectiveness of this system and its ability to ensure student accountability.

NW1

4 - All Types

Period totals	0	1	2	3	4	5	6	7	8	9	10
	0	471	99	117	104	69	148	221	123	59	0

Student Count for Entity 004: 370

NW3

2 - All Types

Period totals	0	1	2	3	4	5	6	7	8	9	10
	0	578	169	192	292	168	302	205	30	92	0

Student Count for Entity 004: 418

The campus also prioritizes students' social and emotional needs through a dedicated support structure. NGC employs three counselors who are intentionally protected from ancillary duties, allowing them to focus on student support. In addition, the campus has access to a Licensed Mental Health Counselor who provides support during high-need or emergency situations.

At the district level, Hutto ISD maintains a layered safety system focused on prevention, preparedness, and response. Standardized emergency protocols (Hold, Secure, Lockdown, Evacuate, Shelter) ensure clarity and consistency in crisis situations. The district collaborates with law enforcement, maintains controlled campus access, and utilizes prevention measures such as safety committees and anonymous reporting systems. Communication systems and reunification protocols are also in place to ensure safe and organized responses during emergencies.

Overall, the NGC has established a comprehensive framework of academic, operational, social-emotional, and safety systems designed to support students during the transition into high school. The campus provides broad access to academic pathways, structured intervention and enrichment opportunities through its flex advisory model, and collaborative systems that support both student achievement and staff development. In addition, the NGC maintains intentional support structures for student wellness and campus safety through dedicated counseling services, mental health resources, and districtwide emergency preparedness protocols. While many systems are designed to create targeted support and accountability for students, areas of inconsistent implementation continue to impact the overall effectiveness and fidelity of several campus processes.

School Processes & Programs Strengths

- Core academic instruction is supported through standardized curriculum resources that provide consistency across classrooms.
- The campus has a capable staff and leadership team that can make large operational adjustments to address issues and implement best practices.
- The Minga platform provides an additional layer of accountability for student tardiness and time management throughout the school day.
- The campus has established structures, such as the Advisory/Flex period, that are intended to support students' social-emotional development and academic needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited time within the current master schedule for Professional Learning Communities (PLCs) reduces opportunities for consistent teacher collaboration, instructional alignment, and shared planning.
Root Cause: Competing priorities within the master schedule limited the ability to allocate protected time for PLCs, reducing consistent opportunities for teacher collaboration.

Problem Statement 2: Inconsistent implementation of the Advisory/Flex structure has created variability in student accountability, supervision, and overall program effectiveness across the campus.
Root Cause: Inconsistently defined and changing systems for expectations, monitoring, and accountability within Advisory/Flex have contributed to inconsistent implementation and effectiveness.

Problem Statement 3: Limited training and inconsistent use of the Minga platform have reduced the campus's ability to effectively address tardiness, student loitering, and standardized accountability practices.
Root Cause: Lack of consistent training, clear expectations, and accountability measures for Minga implementation has resulted in inconsistent use across the campus.

Problem Statement 4 (Prioritized): 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per

student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I.
Root Cause: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Problem Statement 5 (Prioritized): The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected.
Root Cause: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Perceptions

Perceptions Summary

In order to establish proper perceptions of the NGC, all stakeholders are included in the decisions and direction of the campus and its programs. One of the NGC's campus goals is to have a heavy presence of parent and community engagement. A Parent and Family Engagement (PFE) Playbook has been in use the past five years. The PFE Playbook lists monthly activities/events where the NGC Family will intentionally reach out and involve parents and the community. In addition, a PFE parent committee in conjunction with the PTSA has been utilized to help drive parent involvement. This committee was used for parent input, but also as a sounding board to steer the direction of the NGC. Additionally, the PFE parent committee was used to keep parents informed of integral information pertaining to their students' journey towards HHS and high school completion. During the 2025-2026 school year, the following practices and protocols were incorporated to involve the NGC parents and community members:

- NGC Fish Camp - Freshmen Orientation
- Meet the Teacher Night
- Parent/teacher conferences
- ATL Dads - Father figures of students come to school as mentors.
- Postcards sent out to students following each faculty meeting
- Re-established our NGC Parent-Teacher-Student Association (must be done each year)
- Pep-rallies (parents are invited to attend)
- Honors/AP Orientation
- Volunteer opportunities for the dances
- Proactive communication and ensuring student safety

In addition to the above events, we also survey parents for feedback on our culture, processes, and procedures. This year, we surveyed parents through an EOY Google Form. We also surveyed our staff and students through an End-of-year (EOY) survey administered by a third party company called Panorama; 179 individuals participated in the Panorama survey this Fall BOY and MOY for staff. The breakdown of participants is as follows:

- Student Participants = 79
- Staff Participants = 57
- Parent Participants= 43

The parent data showed that the "overall experience" at the NGC was rated favorably at 94%. Parents overwhelmingly feel that the people in the building—especially teachers—are a major strength of NGC. In regards to the NGC being a "safe environment," 93% of parents responded favorably; this is a 1% decrease from last year. Even though many answered "Yes" to safety on the survey, the written feedback reveals deeper concern about consistency, supervision, and response to incidents. 90.5% of parents feel that their student's academic needs are being met at the NGC. 84.9% of parents feel that the communication from the NGC was adequate which is a 2.1% decrease from last year. However, there was a 3.1% increase in parents feeling informed of their student's assignments and progress regularly, with 79.1% of parents responding favorably. 87.8% of parents indicate that "NGC Administration has been helpful with needs and issues" which is a 5% increase from the previous year's "trust the school's administration to make decisions in the best interest

of (their) child.” Some frustrations of the qualitative feedback centered around the limited number of course offerings at the NGC.

Teachers were also surveyed. 84% of teachers feel safe at the NGC, down from last year. Numbers were lower pertaining to school leadership from last year. Only 60% responded favorably to how “positive is the tone that (their) leader set for the culture of the school.” In addition, the staff’s rating of the overall “positive environment” at the NGC was 67%, a little bit higher from last year. Overall job satisfaction was rather low at 63%, a slight drop from last year. The data surrounding “coaching & feedback” was above average, with 44% of staff feeling “quite supported in how the campus administration has been helping and supporting teachers succeed”. There was an increase in how staff viewed professional development with 46% viewing it favorably. Last year it was viewed with a 32% favorability, with 52% feeling it was either quite or somewhat engaging.

The student data on the Panorama was quite positive. 88.5% of students feel “connected to other students” at the NGC. In addition, 97.4% of students feel that the adults at the NGC make them feel valued in some way. Still positive, but slightly lower, 94.9% of students feel safe at the NGC as a whole. In terms of academic support and maintaining a quality learning environment, 94.9% of students felt supported. Slightly lower, 89.5% of students felt counselors at the NGC were helpful with their social and emotional needs. Overall, 98.8% of students felt a level of happiness at the NGC. Per student comments, their top three biggest concerns are food & lunch experience, workload/schedule/time, and movement (stairs, hallways, transitions). Alternatively, what students enjoy about the NGC are their friends & social life, positive atmosphere (music, energy, spirit), and supportive teachers.

Discipline data is another element which was captured from surveys. According to the qualitative data from the surveys, parents felt that administration did an adequate job of holding misbehaving students accountable. Staff also indicated that the assistant principals do an outstanding job of maintaining student discipline. Here’s a breakdown of infractions and consequences (see chart below).

Offenses	21-22	22-23	23-24	24-25	25-26
Controlled Substance/ THC/ Alcohol	31	19	26	24	14
Tobacco/ E-Cig	18	3	22	6	8
Fighting	15	11	10	10	9
Cut Class/ Leave w/o Authorization	45	55	60	15	3
Insubordination	57	51	55	60	25
Disruption to Learning	36	22	65	100	29
Horseplay	13	16	28	33	6
	21-22	22-23	23-24	24-25	25-26

Offenses	21-22	22-23	23-24	24-25	25-26
Overall Offenses	756	295	558	473	208
Resulting in: ISS/OSS/ DAEP	486	233	498	374	126
Percentage	64%	78%	89%	79%	61%
Actions	**21-22**	**22-23**	**23-24**	**24-25**	**25-26**
ISS	386	183	341	265	83
OSS	47	20	93	74	23
DAEP	53	30	64	35	20

A review of discipline data over the past five years demonstrates substantial progress in reducing overall student offenses, with incidents decreasing from 756 in 2021–2022 to 126 in 2025–2026. This trend reflects the impact of targeted behavior interventions, increased supervision, and improved systems for student accountability. Notably, high-risk behaviors such as controlled substances, tobacco use, and class avoidance have shown significant declines, indicating success in prevention and early intervention efforts. In addition, the implementation of a "low-level referral" owned by teachers reduced the number of offenses entered into Skyward. This gave teachers greater empowerment and autonomy.

The percentage of offenses resulting in removal (ISS/OSS/DAEP) has remained high (61%–89%), highlighting an opportunity to strengthen restorative practices, in-class interventions, and proactive behavior supports to reduce reliance on exclusionary discipline.

Perceptions Strengths

- Strong student relationships and sense of belonging, with students feeling connected and supported
- Positive teacher-student relationships and high levels of parent satisfaction
- Significant reduction in overall discipline incidents, especially high-risk behaviors

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff job satisfaction and perception of leadership remain areas of concern.

Root Cause: Gaps in campus systems (schedule, support, workload) affecting employee experience.

Problem Statement 2: Classroom disruptions and insubordination indicate a need for stronger Tier 1 supports.
Root Cause: Inconsistent implementation of Tier 1 instructional and behavior management practices

Problem Statement 3: Continued reliance on removal from instruction (ISS/OSS/DAEP) impacts learning time.
Root Cause: Limited use of alternatives to exclusionary discipline practices

Problem Statement 4 (Prioritized): Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership.
Root Cause: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Priority Problem Statements

Problem Statement 1: Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable.

Root Cause 1: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet.

Root Cause 2: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I.

Root Cause 3: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology.

Root Cause 4: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Limited time within the current master schedule for Professional Learning Communities (PLCs) reduces opportunities for consistent teacher collaboration, instructional alignment, and shared planning.

Root Cause 5: Competing priorities within the master schedule limited the ability to allocate protected time for PLCs, reducing consistent opportunities for teacher collaboration.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional

development as relevant, effective, or connected.

Root Cause 6: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%.

Root Cause 7: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership.

Root Cause 8: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Problem Statement 8 Areas: Perceptions

Goals

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase from 48% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement structured Professional Learning Communities (PLCs) with a student tracking protocol focused on English I and Algebra I reporting category movements. **Strategy's Expected Result/Impact:** By May 2027, every English I and Algebra I PLC team will have produced a documented student tracking artifact at each of the nine weeks grading periods, showing the movement status of every student in their reporting categories. English I Meets+ will increase from 52% toward the 60% target and Algebra I Meets+ will increase from 19% toward the 30% target. PLC teams that consistently use student-level data to drive instructional decisions are expected to produce faster movement of Approaches students toward Meets than teams relying on whole-class pacing alone. By the end of the year, campus administration will be able to demonstrate a documented instructional response for every student at every nine-week cycle, creating an auditable record of academic intervention that supports both student outcomes and the campus accountability rating. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 5 **Funding Sources:** 1 - 199 Local Funds - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement the Power 6 high-leverage instructional framework with fidelity in all English I and Algebra I classrooms. **Strategy's Expected Result/Impact:** By May 2027, Core SPOT walkthrough data will show measurable improvement in Power 6 implementation fidelity across all English I and Algebra I classrooms, with T-TESS ratings in Dimensions 2.1, 2.3, and 2.4 trending upward from the first observation cycle to the last. Classrooms with high Power 6 fidelity are expected to produce higher rates of student engagement, fewer discipline referrals for disengagement, and stronger student performance on NWEA MAP and STAAR Interim assessments. The direct academic result expected is that students in high-fidelity classrooms will advance from Approaches to Meets at a higher rate than the campus average, contributing measurably to the English I and Algebra I movement targets. By the end of the year, at least 80% of English I and Algebra I classrooms will demonstrate Proficient or above ratings on the Power 6-aligned T-TESS dimensions as observed during Core SPOT walks. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Demographics 4 - Student Learning 2, 4, 5 - School Processes & Programs 5 - Perceptions 4 **Funding Sources:** - 199 Local Funds - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement a targeted instructional support structure for Special Education and Emergent Bilingual students in English I and Algebra I to increase subgroup performance in Domain 1 and Domain 3. **Strategy's Expected Result/Impact:** By May 2027, the SpEd and EB subgroups will demonstrate measurable improvement in English I and Algebra I performance as tracked through NWEA MAP, STAAR Interim, and Spring 2027 STAAR results. IEP academic goals for all 142 SpEd students will be verified as aligned to grade-level STAAR targets by the end of the first six-week period. All 117 EB students will be individually monitored for TELPAS progression, with the campus achieving 4 of 4 ELP progression groups earning points in Domain 3 -- moving from 0/4 (the 2024-25 result that cost the campus significant D3 points) to 4/4. The 52 students in Beginning and Intermediate TELPAS levels will show documented progression toward the next proficiency level through the consistent application of sheltered instruction strategies in English I and Algebra I. Achieving 4/4 ELP groups is not a bonus it is the floor that makes the current D3 projection of 82 mathematically valid. Failure to achieve it drops D3 and makes an A rating unreachable. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Demographics 4 - Student Learning 2 - School Processes & Programs 4 **Funding Sources:** - 199 Local Funds - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable. **Root Cause**: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Student Learning

Problem Statement 2: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology. **Root Cause**: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 4: Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet. **Root Cause**: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.

Problem Statement 5: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%. **Root Cause**: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Perceptions

Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: The percentage of students obtaining their CCMR indicator will increase 4% to an overall score of 86%.

Evaluation Data Sources: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry-based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement individual pathway planning conferences with every 9th grade student to establish a personalized CCMR roadmap before the end of the year. **Strategy's Expected Result/Impact:** By end of 2027, every NGC student will have a documented, personalized CCMR pathway plan. Students who understand their roadmap in 9th grade are significantly more likely to stay enrolled in the courses and programs required to earn a CCMR indicator by graduation. This strategy is expected to increase the number of students actively pursuing a CCMR pathway, contributing to the campus reaching an 86% CCMR rate as this cohort completes their high school career. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Student Learning 2, 4, 5 **Funding Sources:** - 199 Local Funds - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Expand dual credit and college-credit-bearing course offerings accessible to 9th and 10th grade students, including fine arts and elective pathways such as Art Appreciation, to increase early CCMR indicator attainment. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have expanded the number of dual credit and college-credit-bearing course options available to 9th and 10th grade students, with measurably higher enrollment in these courses compared to the prior year. Students who would not have pursued a CCMR indicator through a traditional AP or academic dual credit route will now have accessible, interest-aligned pathways -- particularly through fine arts and elective offerings -- that count toward their CCMR indicator at graduation. Expanding access to college credit in the freshman and sophomore years means more students accumulate CCMR-qualifying credentials earlier in their high school career, reducing the pressure on 11th and 12th grade to close the gap. This strategy is expected to contribute directly to the campus CCMR rate reaching 86% by ensuring that no student leaves the NGC without a college-credit pathway already underway. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** School Processes & Programs 1, 4, 5 - Perceptions 4 **Funding Sources:** - 199 Local Funds - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide targeted professional development for counselors and campus administrators on current CCMR indicator requirements, TEA updates, and best practices for guiding students toward CCMR completion beginning in the 9th grade year. **Strategy's Expected Result/Impact:** By May 2027, all NGC counselors and administrators will have completed current CCMR professional development and will be operating from accurate, up-to-date knowledge of every qualifying indicator pathway available to students. Counselors who are fully trained on CCMR changes -- including recently added or modified pathways -- will give better guidance during individual pathway planning conferences, resulting in more students being intentionally enrolled in CCMR-qualifying courses and programs starting in 9th grade. Teaching staff who receive regular CCMR updates from counselors will reinforce pathway messaging in daily classroom interactions, multiplying the reach of counselor guidance across the entire student body. The combined effect of trained staff, accurate information, and proactive student guidance is expected to reduce the number of seniors who graduate without a CCMR indicator due to missed opportunities that could have been identified and acted on in 9th or 10th grade -- directly contributing to the campus reaching an 86% CCMR rate. **Staff Responsible for Monitoring:** Campus Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** School Processes & Programs 1, 5 - Perceptions 4 **Funding Sources:** - 199 Local Funds - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology. **Root Cause**: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'
Problem Statement 4: Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet. **Root Cause**: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.
Problem Statement 5: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%. **Root Cause**: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

Problem Statement 1: Limited time within the current master schedule for Professional Learning Communities (PLCs) reduces opportunities for consistent teacher collaboration, instructional alignment, and shared planning. **Root Cause**: Competing priorities within the master schedule limited the ability to allocate protected time for PLCs, reducing consistent opportunities for teacher collaboration.

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Perceptions

Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: An increase in student utilization of wrap-around services will result in measurable improvements in academics, attendance, behavior, and well-being.

Evaluation Data Sources: Attendance Data, Skyward Discipline Data, Counselor and Health Office Visit Data, Student Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a proactive wrap-around service referral system embedded in the MTSS framework that identifies and connects students to support before a crisis occurs, using attendance, discipline, and academic data as early-warning triggers. **Strategy's Expected Result/Impact:** By May 2027, a measurable percentage of students connected to wrap-around services through the early-warning referral system will show improvement in at least one of the four tracked outcome domains -- academics, attendance, behavior, or well-being. Students who are identified and connected to support at 3 absences rather than 10 are expected to have significantly lower rates of reaching chronic absenteeism status. Students flagged for academic support at below 70% coursework average early in the grading period are expected to recover credit at a higher rate than students identified at semester end. The proactive, data-triggered referral model is expected to increase the total number of students utilizing wrap-around services each six-week period, moving the campus from a reactive support culture to a predictive one -- and producing measurable downstream improvements in the four outcome domains that feed directly into the campus A rating goal. **Staff Responsible for Monitoring:** Principal, Associate principal, Assistant principal, Department Chairs, Teachers **Problem Statements:** Demographics 4 - Student Learning 2, 4, 5 - School Processes & Programs 4 **Funding Sources:** - 199 Local Funds - $10,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Expand student awareness and access to campus and community wrap-around resources through structured outreach in classes and lunch periods and a visible, stigma-free referral process that students and families can initiate themselves. **Strategy's Expected Result/Impact:** By May 2027, student-initiated wrap-around service utilization will increase measurably over the prior-year baseline, demonstrating that students are aware of available resources and feel comfortable accessing them. Families of referred students will have received documented outreach within one week of their student's service connection, increasing family partnership in the support process. Panorama Student Survey Well-Being scores -- which have remained below 65 for three consecutive years -- are expected to increase as more students feel supported and connected to caring adults on campus. A campus culture where help-seeking is normalized and accessible is expected to produce downstream improvements in attendance, behavior, and academic engagement among the students who most need intervention. **Staff Responsible for Monitoring:** Principal, Associate principal, Assistant principal, Department Chairs, Teachers **Problem Statements:** Student Learning 2, 4, 5 - School Processes & Programs 4 - Perceptions 4 **Funding Sources:** - 199 Local Funds - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train all campus staff -- including teachers, paraprofessionals, and administrators -- in trauma-informed practices and de-escalation strategies so that every adult on campus can serve as a first point of connection for students in need and make effective warm referrals to wrap-around services. **Strategy's Expected Result/Impact:** By May 2027, 100% of NGC staff will have completed trauma-informed and de-escalation training, and the campus will demonstrate a measurable increase in teacher and paraprofessional-initiated warm referrals to wrap-around services -- expanding the identification net beyond the counseling team alone. Students who are recognized and referred earlier in their distress cycle are expected to respond more effectively to wrap-around services and show greater improvement across the four outcome domains of academics, attendance, behavior, and well-being. Discipline incidents -- currently at 127 with cut class and insubordination as the top offenses -- are expected to decrease as staff respond to early signs of distress with trauma-informed approaches rather than punitive referrals. Staff Well-Being scores on the Panorama Survey -- which have remained below 65 for three consecutive years -- are also expected to improve as teachers feel more confident and equipped to support students in the full range of challenges they bring into the classroom, reducing the emotional burden that drives teacher burnout and attrition. **Staff Responsible for Monitoring:** Principal, Associate principal, Assistant principal, Department Chairs, Teachers **Problem Statements:** Student Learning 2, 5 - School Processes & Programs 1, 4, 5 **Funding Sources:** - 199 Local Funds - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable. **Root Cause**: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Student Learning

Problem Statement 2: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology. **Root Cause**: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 4: Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet. **Root Cause**: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.

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School Processes & Programs

Problem Statement 1: Limited time within the current master schedule for Professional Learning Communities (PLCs) reduces opportunities for consistent teacher collaboration, instructional alignment, and shared planning. **Root Cause**: Competing priorities within the master schedule limited the ability to allocate protected time for PLCs, reducing consistent opportunities for teacher collaboration.

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

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Perceptions

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Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify high-growth teachers using Domain 2A Academic Growth data each six-week cycle and provide intentional, visible recognition and leadership opportunities that increase their investment in the NGC community. **Strategy's Expected Result/Impact:** By May 2027, the NGC teacher retention rate will improve from the projected 80% to 85% or above, with high-growth teachers demonstrating measurably higher retention rates than the campus average. Teachers who receive consistent recognition, meaningful leadership roles, and direct investment from campus administration are expected to develop a stronger sense of belonging and professional identity at the NGC -- reducing their likelihood of voluntary separation. Retaining high-growth teachers directly protects the academic gains being made with English I and Algebra I students. Losing a high-growth teacher mid-year or between school years is not just an operational disruption -- it is an accountability risk that undermines Domain 2A growth scores and makes the campus A rating harder to reach. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, department chairs, teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a structured instructional coaching and feedback cycle anchored in Core SPOT walkthrough data that supports teacher professional growth, builds instructional confidence, and increases job satisfaction at every career stage. **Strategy's Expected Result/Impact:** By May 2027, 100% of NGC teachers will have received a documented coaching conversation every nine-week grading period, and T-TESS dimension ratings across the campus will show measurable improvement from the first observation cycle to the last -- particularly in Dimension 2.3 Turn and Learn, which currently carries the highest Developing rating of any dimension at 39.8%. The Panorama Staff Survey Professional Learning score -- stuck at or below 51 for four consecutive years -- is expected to increase as teachers experience professional development that is responsive to their actual classroom data rather than generic. Teachers who feel professionally supported and growing in their craft are significantly more likely to remain at the NGC, protecting both the campus talent base and the student growth outcomes that depend on instructional continuity. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, department chairs, teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Connect high-growth teachers to Teacher Incentive Allotment documentation, compensation pathways, and district-level recognition to provide tangible financial and professional incentives for remaining at the NGC. **Strategy's Expected Result/Impact:** By May 2027, every NGC teacher who qualifies for Teacher Incentive Allotment designation will have complete, accurate documentation submitted on time -- ensuring that no high-growth teacher loses compensation they earned due to a paperwork gap. Teachers who receive TIA compensation are significantly more likely to remain at their campus than those who do not -- the financial incentive directly supports the retention goal. Teachers who are close to the 80% growth threshold and receive targeted coaching support are expected to cross into eligibility, expanding the TIA-qualifying pool and strengthening the campus talent base. The combined impact of financial compensation through TIA and public recognition through district and external awards is expected to contribute to the campus teacher retention rate improving from the current projected 80% toward 85% or above -- protecting the instructional continuity that drives student academic growth and the campus A rating. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, department chairs, teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Perceptions
Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2024-25 baseline of 928 responses, for the 2026-2027 school year.

Evaluation Data Sources: Fall and Spring Parent Perception Survey (response rate and positive-response percentage)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a structured, nine-week family communication cadence that delivers personalized academic progress updates to the families of every student in the Approaches and Did Not Meet performance bands, in the family's home language. **Strategy's Expected Result/Impact:** By May 2027, the NGC campus parent survey respondent count will exceed the 2024-25 district baseline of 928 responses. Families who receive consistent, personalized, and accessible communication about their student's academic progress are significantly more likely to feel connected to the campus and to respond when asked for their input. Embedding survey response opportunities directly into existing family communications -- rather than sending a separate, cold request -- is expected to increase response rates among families who are already engaged. Increased family awareness of their student's performance level is also expected to produce stronger at-home academic support, higher student attendance rates, and improved family participation in campus events -- all of which contribute indirectly to the academic movement targets in English I and Algebra I. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, Department Heads, Teachers **Problem Statements:** Student Learning 5 - School Processes & Programs 4 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Host accessible, purposeful campus family engagement events throughout the year that bring parents onto campus, build trust with staff, and create natural opportunities for families to respond to campus surveys and provide input. **Strategy's Expected Result/Impact:** By May 2027, family engagement event attendance will show a measurable increase over prior-year participation, and each event will produce a documented increase in campus survey respondents on the day of the event. Families who attend a campus event and have a positive, informative experience are significantly more likely to feel invested in the campus community -- increasing the likelihood they will respond to future survey requests and engage as ongoing partners in their student's education. Building authentic family relationships through consistent, welcoming events is expected to be one of the most durable drivers of increased survey response rates, because it addresses the root cause of low engagement -- not enough meaningful connection between the campus and the families it serves. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, Department Heads, Teachers **Problem Statements:** Demographics 4 - Student Learning 5 - School Processes & Programs 4 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train teachers and staff to serve as active family engagement ambassadors in their daily interactions with students and families, and leverage the campus advisory structure to build consistent adult-to-family relationships that increase family investment in campus communication and surveys. **Strategy's Expected Result/Impact:** By May 2027, the NGC campus parent survey respondent count will exceed the 2024-25 district baseline of 928 responses, with measurable improvement in response rates among historically underrepresented family groups -- including Spanish-speaking and Emergent Bilingual families. Advisory teachers who make consistent positive family contact are expected to build the kind of trust that translates directly into survey participation -- families respond when they feel the campus knows and cares about their student as an individual. The cultural responsiveness component of this strategy is expected to reduce the gap in survey participation between English-speaking and Spanish-speaking families, producing a more representative respondent pool that gives campus leadership a more accurate picture of the full NGC community. Over time, a campus culture where every adult is an active family engagement ambassador -- not just the front office -- is one of the most sustainable drivers of long-term family partnership and community investment in the NGC's success. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, Department Heads, Teachers **Problem Statements:** Demographics 4 - Student Learning 2, 5 - School Processes & Programs 4 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable. **Root Cause**: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Student Learning

Problem Statement 2: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology. **Root Cause**: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 5: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%. **Root Cause**: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Perceptions

Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish and launch the NGC Hype Crew -- a student leadership group charged with building campus culture, increasing student belonging, and driving peer-to-peer engagement that improves the Student Experience Survey results from the inside out. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have an active, student-led Hype Crew that has delivered at least one campus culture initiative per grading period and has directly engaged with Student Experience Survey data to design peer responses to the lowest-scoring items. The Panorama Student Survey Witnessed Unkindness score -- which has remained at 28 for two consecutive years -- is expected to increase as Hype Crew members model and reinforce positive peer interactions across the campus. Student Belonging scores are expected to increase as students see their peers actively shaping the campus environment and feel more connected to a community that is enthusiastic about being together. A campus where students themselves are invested in making it a great place to be is a campus where survey scores go up -- because the survey is measuring something real that students are actually experiencing. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish an NGC Interact Club -- a Rotary International-affiliated student service organization -- that connects 9th grade students to community service, civic leadership, and meaningful peer relationships that strengthen student experience and campus belonging. **Strategy's Expected Result/Impact:** By May 2027, the NGC Interact Club will be an active, chartered Rotary International affiliate with a documented founding membership and at least two completed community service projects. Students who participate in Interact Club are expected to demonstrate higher rates of campus belonging, lower absenteeism, and stronger academic engagement than non-participating peers -- because extracurricular involvement is one of the most well-researched protective factors against dropout and disengagement in the 9th grade year. The Panorama Student Experience Survey Belonging score -- currently one of the stronger student scores at 92 in 2023-24 -- will be maintained and extended to students who were previously not connected to any campus community. School Confidence scores and overall Student Experience Survey satisfactory rates are expected to increase as more students have a meaningful role and identity within the NGC beyond their academic performance. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Student Learning 5 - School Processes & Programs 4 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Administer the Panorama Student Experience Survey, establish a campus baseline, and use disaggregated results to drive targeted, data-informed belonging and engagement initiatives through the advisory structure and campus leadership teams. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have established a campus-level Student Experience Survey baseline and will demonstrate a measurable increase in the percentage of students scoring satisfactory from the first to the second administration. The Witnessed Unkindness score -- which has been stuck at 28 for two consecutive years -- is expected to increase as the combined efforts of the Hype Crew, Interact Club, advisory belonging activities, and a campus response culture produce a real and visible shift in how students treat one another. Disaggregated results will confirm whether improvements are reaching SpEd, EB, and Economically Disadvantaged students specifically -- ensuring that the campus belonging culture is not improving for some students while leaving others behind. Students who see their survey responses produce documented, named campus actions are significantly more likely to respond to future surveys and to feel that their voice matters at the NGC -- building a self-reinforcing cycle of engagement, feedback, and improvement that strengthens the campus community year over year. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, Department Chairs, Teachers **Problem Statements:** Student Learning 5 - School Processes & Programs 4 - Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%. **Root Cause**: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Perceptions

Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: Increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a formal partnership with the Army TOMM base in Austin to connect NGC students to military career pathways, leadership development experiences, and CCMR-qualifying opportunities through structured campus visits, career panels, and mentorship connections. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have an active, documented partnership with the Army TCOMM base in Austin that has produced at least one direct student engagement activity during the school year. Students -- particularly military-connected students and those who have not yet identified a post-secondary pathway -- will have increased awareness of military service as a viable CCMR-qualifying option. The partnership will contribute directly to the campus 5% CTE and community business partnership growth target. Over time, a sustained relationship with the Army TCOMM base is expected to produce a pipeline of NGC students who pursue military service as a post-secondary pathway, strengthening the campus CCMR rate and honoring the military-connected community that is already a significant part of the NGC student body. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Department Chairs, Teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create structured, student-facing partnership engagement experiences -- including career panels, industry site visits, and project-based learning collaborations -- that make community business partnerships visible and meaningful to NGC students and incentivize community partners to remain active year over year. **Strategy's Expected Result/Impact:** By May 2027, every CTE pathway at the NGC will have produced at least two documented student-facing partnership engagement activities during the school year, and every active community partner will have received a student impact summary demonstrating the value of their investment. Partners who experience a well-organized, student-centered engagement and receive evidence of their impact are significantly more likely to renew and deepen their partnership in the following year -- building a growing, self-sustaining partnership portfolio rather than one that must be rebuilt from scratch annually. Students who have direct industry, military, and community connections in their 9th grade year are more likely to stay enrolled in their CTE pathway through graduation, complete the certification sequences required for CCMR, and enter 10th grade with a clearer sense of purpose and direction. The combined effect of the Army TOMM base partnership, Interact Club community service model, and structured CTE pathway engagement is expected to produce a campus partnership culture that exceeds the 5% growth target and positions the NGC as a genuine community hub -- not just a school building. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Department Chairs, Teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.
Perceptions
Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: Increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Conduct a campus budget alignment review at the start of the year and at the semester that connects every major expenditure to a named student outcome target before funds are committed. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have a documented, traceable connection between every major campus expenditure and a named student outcome target. The district resource-allocation index score will show measurable improvement over the prior-year baseline as campus spending becomes increasingly aligned to the highest-leverage academic priorities -- English I, Algebra I, ELP progression, and D3 Growth Status. Campus leadership will be able to present a clear, data-grounded account of how every discretionary dollar was deployed in service of student outcomes -- demonstrating to the executive director and board that NGC resources are being managed with intentionality, accountability, and a direct line of sight to the campus A rating goal. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Department Chairs **Problem Statements:** Demographics 4 - Student Learning 2, 4, 5 - School Processes & Programs 1, 4, 5 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Prioritize campus budget allocations for professional development, instructional coaching, and teacher support toward the specific instructional skills and content areas most directly connected to student academic growth targets in English I, Algebra I, and ELP progression. **Strategy's Expected Result/Impact:** By May 2027, every discretionary professional development expenditure at the NGC will have a documented connection to a campus performance objective, and the campus will be able to demonstrate through T-TESS data and student performance trends that PD investments produced measurable instructional improvement. The Panorama Staff Survey Professional Learning score -- stuck at or below 51 for four consecutive years -- is expected to increase as teachers experience professional development that is directly responsive to their classroom data rather than generic and disconnected. Instructional coaching time directed to the highest-need content areas -- particularly Algebra I and English I -- is expected to accelerate student movement from Approaches to Meets, producing a return on the coaching investment that is visible in both student performance data and the campus accountability score. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principal, Department Chairs **Problem Statements:** Demographics 4 - Student Learning 2, 4, 5 - School Processes & Programs 1, 4, 5 - Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Zero of four possible ELP progression groups earned Domain 3 Closing the Gaps points in 2024-25. Of the campus's 117 Emergent Bilingual students, 52 are in Beginning or Intermediate TELPAS levels. Achieving 4/4 ELP groups in 2025-26 is a floor requirement already built into the current D3 projection -- failure to achieve it makes an A rating mathematically unreachable. **Root Cause**: EB students are not receiving sufficient structured academic language development integrated into core content instruction. Language support has historically been delivered in pullout or supplemental settings rather than embedded in English I and Algebra I classrooms. No name-by-name monitoring protocol exists to track individual TELPAS progression across the school year.

Student Learning

Problem Statement 2: Although End-of-Course (EOC) passing rates are stable or improving, the percentage of students achieving at the 'Masters' level has declined across Algebra I, English I, and Biology. **Root Cause**: Inconsistent implementation of rigorous, grade-level instruction and limited targeted support for students performing at or near the 'Meets' level to advance to 'Masters.'

Problem Statement 4: Only 108 of 556 students (19%) in the current 9th grade cohort scored at Meets or above on the Algebra I STAAR. Reaching a TEA A rating requires moving 309 additional students to Meets -- including ALL 179 students in Approaches AND 130 students currently in Did Not Meet. **Root Cause**: Students are arriving at the NGC without foundational algebraic reasoning skills needed for grade-level Algebra I content. The incoming cohort shows 269 students (48%) in Did Not Meet, indicating gaps that are deep and widespread, not concentrated near the threshold.

Student Learning

Problem Statement 5: 95 students (12.8% of the current NGC cohort) are averaging below 70% in current coursework, and an additional 135 students (18.2%) are averaging between 70-79% -- placing 31% of the student body at active credit risk. 16% of all individual assignments across the campus are scored below 70%. **Root Cause**: Students performing below 70% in coursework are the same students concentrated in the Did Not Meet and Approaches bands on STAAR. Low assignment completion and performance reflect a lack of consistent, structured Tier 2 and Tier 3 academic intervention at the classroom level. Without an MTSS framework that identifies these students by name and assigns a documented intervention response, coursework

School Processes & Programs

Problem Statement 1: Limited time within the current master schedule for Professional Learning Communities (PLCs) reduces opportunities for consistent teacher collaboration, instructional alignment, and shared planning. **Root Cause**: Competing priorities within the master schedule limited the ability to allocate protected time for PLCs, reducing consistent opportunities for teacher collaboration.

Problem Statement 4: 55 of 748 students (34.1%) are currently chronically absent -- missing 10% or more of school days -- with a campus average of 3.9 absences per student. Students who are chronically absent cannot benefit from core instruction or MTSS intervention, making absenteeism a direct barrier to achieving the academic movement targets in English I and Algebra I. **Root Cause**: Ninth grade is the highest-risk transition year. Many students arrive without a strong sense of belonging or belief that daily attendance leads to meaningful outcomes. Economic barriers compound this risk -- 45.3% of the campus is Economically Disadvantaged. No structured system to address.

Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.

Perceptions

Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a campus-wide timely communication system using a consistent newsletter and active Facebook and social media presence that keeps students, staff, and families informed, connected, and positive about the NGC campus environment. **Strategy's Expected Result/Impact:** By May 2027, the NGC will have published a campus newsletter every grading period and maintained an active, positive social media presence throughout the school year -- producing a consistent, visible stream of good news about the NGC that shapes community perception before the Climate Survey is ever administered. Families who receive regular, warm, informative communication from the campus are significantly more likely to perceive the campus as safe, well-run, and student-centered -- all of which translate directly into higher positive response rates on the Climate Survey. Staff who see their work and their students celebrated publicly are expected to report higher job satisfaction and a stronger sense of campus pride. The Panorama Staff Survey School Leadership score -- which dropped 21 points from 77.5 to 56.5 in 2025-26 -- is expected to recover as staff experience campus leadership that communicates proactively, celebrates consistently, and keeps the entire NGC community informed and connected. **Staff Responsible for Monitoring:** Principal, Associate principal, assistant principal, department chairs, teachers **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement consistent campus-wide behavioral expectations, Tier 1 classroom management structures, and the Minga platform for hall and tardy accountability to create a safe, structured, and predictable daily environment that students and staff experience as operationally well-run. **Strategy's Expected Result/Impact:** By May 2027, the total campus discipline incident count will decrease from the current baseline of 127 to below 90, and class-cutting -- currently the most frequent offense at 22 incidents -- will decrease by at least 40% as consistent Minga implementation reduces unsupervised hallway time and consistent behavioral expectations reduce the ambiguity that allows disengagement to go unchallenged. Students who experience a safe, structured, and predictable daily environment are significantly more likely to report positive perceptions of campus safety on the Climate Survey. Staff who work in a building where expectations are clear, consistently enforced, and operationally well-managed are significantly more likely to report positive perceptions of campus operations -- directly increasing the percentage of positive Climate Survey responses in both the student and staff respondent groups. **Staff Responsible for Monitoring:** Principal, Associate principal, assistant principal, department chairs, teachers **Problem Statements:** Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Build a campus culture of intentional positive interactions between staff and students through structured recognition practices, trauma-informed professional development, and a campus-wide commitment to every student being known by name by at least one trusted adult -- measured through Climate Survey well-being and safety responses. **Strategy's Expected Result/Impact:** By May 2027, the percentage of positive responses on the annual Climate Survey related to safety and operations will increase above the prior-year campus baseline for both students and staff. The Panorama Staff Survey Well-Being score -- below 65 for three consecutive years -- is expected to increase as staff experience consistent recognition, trauma-informed professional development, and visible, present campus leadership that invests in them as people and not just as employees. The School Leadership score -- which dropped 21 points to 56.5 in 2025-26 -- is expected to recover as staff experience a campus administration that communicates proactively through newsletters and social media, celebrates consistently and publicly, responds to messages within one business day, and shows up in person in the places where students and staff live their daily school experience. The Witnessed Unkindness student score -- flat at 28 for two consecutive years -- is expected to increase as the Hype Crew, Interact Club, and a campus-wide commitment to positive interactions shift the peer culture from one where unkindness is unremarkable to one where it is genuinely out of place. A campus where every student is known, every staff member is seen, and good news travels faster than bad news is a campus that earns high Climate Survey scores -- because the survey is simply measuring what people already know to be true about the NGC every day. **Staff Responsible for Monitoring:** Principal, Associate principal, assistant principal, department chairs, teachers **Problem Statements:** Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: The campus staff Panorama Survey score for Professional Learning has ranked as the lowest-scoring topic on the survey for three consecutive years -- scoring 43 in 2022-23, 49 in 2023-24, and 43 in 2024-25, with only a marginal increase to 51.5 in 2025-26. A score below 60 on this topic indicates that teachers do not perceive professional development as relevant, effective, or connected. **Root Cause**: Professional learning at the NGC has not been consistently differentiated based on teacher-level data or tied to the specific instructional skills teachers need to move Approaches students to Meets. PLC time is used for logistics rather than data-driven instructional planning, and when professional development is delivered as one-size-fits-all training rather than responsive coaching cycles.
Perceptions
Problem Statement 4: Staff Panorama Survey score for School Leadership dropped from 77.5 in 2024-25 to 56.5 in 2025-26 -- a 21-point decline in a single year. Staff Well-Being scores have remained persistently below 65 for three consecutive years. These two topics together signal that a meaningful portion of the NGC teaching staff does not feel adequately supported, informed, or valued by campus leadership. **Root Cause**: Factors include inconsistent communication during periods of change, a perceived gap between stated campus priorities and day-to-day operational decisions, and insufficient two-way feedback channels.

State Compensatory

Budget for Hutto High School 9th Grade Center

Total SCE Funds: $389.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

199 Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1		$5,000.00
1	1	2			$2,500.00
1	1	3			$5,000.00
1	2	1			$2,000.00
1	2	2			$2,000.00
1	2	3			$2,000.00
1	3	1			$10,500.00
1	3	2			$2,000.00
1	3	3			$5,000.00
				Sub-Total	$36,000.00
				Budgeted Fund Source Amount	$261,181.00
				+/- Difference	$225,181.00

Special Education Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,270.00
				+/- Difference	$4,270.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$89.00
				+/- Difference	$89.00

SCE - (6100) Payroll Costs: Extra Duty					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	$300.00
				Grand Total Budgeted	$265,840.00
				Grand Total Spent	$36,000.00
				+/- Difference	$229,840.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026