

Natalia Independent School District
Natalia Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Our mission is to build a partnership with parents and community to empower each child to achieve his or her fullest potential to become a lifelong learner and responsible citizen. We are committed to establishing high expectations and to promoting positive attitudes to achieve equity and excellence in a safe and nurturing environment. Natalia Elementary faculty and staff will maintain a cooperative partnership with parents characterized by trust and open communication. A combined effort is necessary to build a mutually beneficial relationship; one that includes respect and pride.

Vision

The BLUE Way: Challenging and empowering students for global success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Beginning in 2021-2022, Natalia Elementary has shown an increase in enrollment overall. We increased from 261 students in 2020-2021 to 308 students in 2021-2022, or 14.7% increase in student population. Male gender population increased from 44% to 51% this year and in contrast our female population decreased from 56% LY to 49% this year. Our Hispanic population also increased by 8% this year, from 78% to 86% this year. Our White population decreased by 4% this year, from 17% to 13% this year. Two or more races category decreased from three tenths of a percent to one tenth of a percent. Our African American population also decreased from eight thousandths of a percent to three thousandths of a percent. Neither the Two or More Races nor the African American sub populations are over 1% and therefore not substantial. Our EL population decreased by one percentage in the 2021-22 school year. Our SPED, Migrant, GT, populations remained the same in the 2021-22 school year. Our At-risk population increased by 3% from 33% to 36% this year. Our economically disadvantage population decreased 8% from 77% to 69% this year.

Demographics Strengths

Natalia Elementary School students attend school regularly and participate in the state exams. Attendance is over 95% for students. The campus is offering intervention in classes in Math and ELA, in order to address the needs of the students requiring Tier II and pull-out intervention Tier III reinforcement. Overall our students have improved and shown tremendous growth compared to the state average on the STAAR exams. Character Education program is integrated into physical education instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: NES has a large percentage of students that are categorized as a special population that need additional support throughout the school day. **Root Cause:** An overall increase in enrollment has included students served by special education, dyslexia, at-risk, and English learners.

Student Achievement

Student Achievement Summary

Elementary STAAR data review for 2021 in grades 3-5 in reading, math, writing and science are as follows: STAAR scores for May 2021 in 3rd grade math are 57.38% approaches, 29.51% meets, 14.75% masters. STAAR scores for May 2021 in 3rd reading are 50.82% approaches, 31.15% meets, 9.84% masters. STAAR scores for May 2021 in 4th math are 50% approaches, 14.86% meets, 6.76% masters. STAAR scores of May 2021 in 4th grade reading are 50% approaches, 24.32% meets, 6.76% masters. STAAR scores for 4th writing in May 2021 are 43.24% approaches, 13.51% meets, 1.35% masters. STAAR scores in 5th math are 43.64% approaches, 21.82% meets, and 9.09% masters. STAAR Scores in 5th grade reading are 61.4% approaches, 24.56% meets, and 22.81% masters. STAAR scores for May 2021 in 5th science are 40.35% approaches, 15.79% meets, 3.51% masters.

In addition to state assessment we also assess students in these areas: Developmental Reading Assessment (DRA2) assessment implemented to determine guided reading level. Guided reading level will guide teacher instruction of small groups in grades 2 and 3. Amplify mClass reading assessment has embedded dyslexia screening from grades K and 1st, and students continue to be served by dyslexia interventionist through 5th grade. New this year Amplify will be utilized K-5 providing tests of phonological awareness, phonics, vocabulary, text analysis, and comprehension. Reading notebooks are utilized for writing of book studies, word work, and vocabulary. Improvement in data tracking in tier 1 and tier 2 instruction to ensure all students meet academic achievement. Character Education social skills curriculum is utilized in physical education.

Strengths in additional student measures include an increase of performance of reading levels. New this year, we have interventionists providing tier 3 support in both reading and math 5 days a week for tier 3. RTI framework tracks monthly tier 2 and tier 3 instruction to ensure all students meet academic achievement in Eduphoria.

Student Achievement Strengths

STAAR in 2020 was not assessed therefore, strengths will be comparing 2019 to 2021. Strengths in STAAR scores from 2019 to 2021 are 3rd math improved 12.94% in approaches, 3rd math improved 12.84% in meets, 3rd grade reading increased 4.73% in the meets category. Strengths in 4th grade include: 9.25% increase in reading meets category, and 10.23% increase in writing approaches category. Strengths in 5th grade include: increase in 5th reading approaches by 5.26%, and 8.77% increase in 5th grade reading masters category, 5th grade science scores increased by 0.12% in the masters category.

Student achievement data is disaggregated for Response to Intervention, RTI. Individual Student TEKS were tracked for tutorial purposes to close specific gaps in learning. At the end of the 2020-2021 school year, an average of 37% students were reading on grade level or higher.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): As measured by STAAR only 2 out of the 6 tests in grades 3-5 reading and math show an increase in two or more performance categories (approaches, meets, and masters). **Root Cause:** Response to intervention for tier 3 students was only 90 minutes a week in the 2020-21 school year.

School Culture and Climate

School Culture and Climate Summary

The culture of Natalia Elementary is one of collaboration and synergy. Teachers welcome new staff and students by developing relationships with them and providing support as they become a part of the Mustang team. In order to expand on the momentum of solid, collegial relationships, we need to further develop our professional learning communities to continue to improve as a strong team together. Staff is willing to encourage and celebrate the successes of their colleagues, and a culture of literacy has been begun to be infused into the campus.

School Culture and Climate Strengths

The abundance of improvements to facilities have contributed to the positive climate of the elementary campus. Grade level teams have bonded with new staff members, and the addition of support staff have contributed to the workload among the staff members. A staff handbook has been created to outline roles for all staff as well as other campus expectations. To address social and emotional needs of students that have developed as a result of the pandemic, students meet with the guidance counselor regularly.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While collegiality is high, a stressor in school climate is due to both on campus instruction and meeting the needs associated with achievement gaps. **Root Cause:** Teachers are experiencing stress due to achievement gaps among students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All faculty are highly qualified and certified in their assigned content areas and grade levels. Students identified as gifted and talented are being served by GT certified teachers. Twenty one of the 23 teachers returned for the 2021-2022 school year. One additional position was added and assigned in 5th grade to focus on science instruction as well as assist with math instruction and support. Also, intervention teaching positions were assigned to the campus to support students in reading and math with a focus on tier 3.

Staff Quality, Recruitment, and Retention Strengths

The majority of classroom teachers have earned their endorsements in English as a Second Language, and the remaining teachers are seeking their ESL certification. Campus administrators have developed a procedure for recruitment of highly qualified teachers by participating in surrounding job fairs both in person and online.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Students identified as second language learners need certified teachers at every grade level with multiple certified teachers in each grade level. **Root Cause:** Not every teacher is ESL certified, which causes ESL students to be grouped rather than spread out across a grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The utilization of TEKS Resource provides Natalia ISD with curriculum, instruction, assessment tools and resources. Natalia ISD has provided state adopted curriculum materials for tier 1 instruction. Pacing guides have been developed for teachers to maintain a schedule and ensure that all TEKS are taught. Natalia Elementary has implemented Guided reading program in grades Kindergarten through 3rd grade with small group instruction being implemented in grades 4 and 5. Data coaching sessions are facilitated by campus administrators, and professional learning has been infused for guided reading and administering the Developmental Reading Assessment, DRA.

Curriculum, Instruction, and Assessment Strengths

With full implementation of TEKS Resource as the scope and sequence to vertically align the instruction of TEKS, improvement decisions are made based on data gathered from Eduphoria Aware, DRA2, benchmarks, STAAR results and Imagine Math and Amplify mClass screeners. Staff are continuing to utilize collaborative lesson planning. The campus has used ESSER funding for an additional teaching position in 5th grade science.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Aligning curriculum, instruction, and assessment in all grade levels has been challenging. **Root Cause:** There has not been a clear alignment and training of available resources. Teachers have lacked the support to implement the programs with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

There have been positive partnerships formed with parents and community members through various events, numerous parent conferences, and online interactions with working parents. The use of social media has been used to disseminate campus information such as upcoming events and campus highlights. Literacy and Math events are being planned to be hosted each semester.

Parent and Community Engagement Strengths

Natalia Elementary provides various parental activities throughout the school year. Communication with parents via Remind, Twitter, Facebook, and monthly parent video newsletter. NES maintains a positive and supportive relationship with the City of Natalia and the Natalia PD. Campus administration promotes reading 20 minutes each day by providing video read aloud each week.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Evening academic events on campus are poorly attended by families. **Root Cause:** Poor attendance is due to involvement in other community activities and a lack of early and frequent communication of campus events.

School Context and Organization

School Context and Organization Summary

There is a need for continued training in regards to guided reading groups and small group planning. In addition, there is a need for continued training on small group implementation and quality instructional centers is needed. Collectively, campus staff should strengthen Tier 1 instruction to reduce intervention needs (achievement gap). For the master schedule, there is a need to provide additional support in the electives area so that teachers can have full planning periods on early release days.

School Context and Organization Strengths

RTI Paperwork process has been streamlined into a digital format and meetings are scheduled on a regular basis. Tier III students are receiving focused support in math and in reading. Amplify mClass screeners and DRA2 have given us a better view of each student as a reader in grades k-5. Imagine Math programs have given an individual skill breakdown for every student.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Tier 1 Instruction has not been rigorous enough nor has it been properly aligned to ensure students are not left with gaps in instruction. **Root Cause:** We had a lack of curriculum resources that were vertically aligned.

Technology

Technology Summary

Interactive boards are now in all core classrooms. Students at the Natalia Elementary have technology with Chromebooks available. A learning management system, Schoology, is available for K - 5th grade as a contingency in the event of remote instruction.

Technology Strengths

NES has the following technology: printers, copy machines, Interactive boards in majority of classrooms, scanners, Chrome book cart in grades 2-5 , staff Chromebooks, ipads for GT students. NES utilizes the following software programs: Eduphoria, STEM scopes, TCMPC, Google, Imagine Math, Amplify Reading, Epic, BrainPop, and Generation Genius.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all students have access to a Chromebook in each classroom. **Root Cause:** We do not have enough devices to provide our students as enrollment as increased.

Priority Problem Statements

Problem Statement 2: As measured by STAAR only 2 out of the 6 tests in grades 3-5 reading and math show an increase in two or more performance categories (approaches, meets, and masters).

Root Cause 2: Response to intervention for tier 3 students was only 90 minutes a week in the 2020-21 school year.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Tier 1 Instruction has not been rigorous enough nor has it been properly aligned to ensure students are not left with gaps in instruction.

Root Cause 1: We had a lack of curriculum resources that were vertically aligned.

Problem Statement 1 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Employee Data

- State certified and high quality staff data

Parent/Community Data

Natalia Elementary
Generated by Plan4Learning.com

- Parent surveys and/or other feedback

Goals

Goal 1: By the end of the school year, all teachers will follow an instructional action planning process that allows for data disaggregation/analysis, responsive instructional planning and instructional delivery, progress monitoring of instruction, and necessary adjustments to include re-teaching resulting in an increase in reading STAAR scores by June 2022.

Performance Objective 1: Student achievement will improve in 2 out of 3 performance levels on state assessments in all grades 3-5 in reading.



Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ELAR will utilize the Amplify mClass and DRA for the Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.

ELAR will utilize unit assessments and interim assessments exam results to determine the tier level of each student.

Strategy 1 Details	Reviews			
<p>Strategy 1: The ELA and Math teacher will identify students that require intervention after school, in the same content area(s) and invite a maximum of 5 students per session.</p> <p>Strategy's Expected Result/Impact: The small group strategy will allow for a lower teacher -to-student ratio, providing personalized teaching sessions.</p> <p>Staff Responsible for Monitoring: Core teachers External Support Staff Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Context and Organization 1</p> <p>Funding Sources: After School Tutoring Salaries - 211-Title I - \$31,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Hire and train effective interventionists to increase the amount of tier 3 pull out intervention from 90 minutes to 120 minutes per week in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase rigor by closing learning gaps for tiered students.</p> <p>Staff Responsible for Monitoring: District Curriculum Dept. Interventionists Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: salary of two intervention teachers - 211-Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In professional learning community data discussions will for all unit assessments will include strengths, weaknesses (reteach/intervention), and sub populations.</p> <p>Strategy's Expected Result/Impact: The focus on skills will help students achieve instructional success specific to what they need and close learning gaps for special populations.</p> <p>Staff Responsible for Monitoring: Core Teachers Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All ELAR teachers will participate in the Texas Reading Academy, independently as well as participate in synchronous zoom meetings with Texas Reads an outside authorized provider. The professional development is based on the science of teaching reading and provides structures that teachers can use to integrate the science of teaching reading with daily classroom instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will integrate elements of the Science of Teaching Reading into their daily instruction</p> <p>Staff Responsible for Monitoring: Classroom teachers Interventionists Campus administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Funding for Reading Academy participation - 211-Title I - \$27,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: As measured by STAAR only 2 out of the 6 tests in grades 3-5 reading and math show an increase in two or more performance categories (approaches, meets, and masters). Root Cause: Response to intervention for tier 3 students was only 90 minutes a week in the 2020-21 school year.
School Context and Organization
Problem Statement 1: Tier 1 Instruction has not been rigorous enough nor has it been properly aligned to ensure students are not left with gaps in instruction. Root Cause: We had a lack of curriculum resources that were vertically aligned.

Goal 1: By the end of the school year, all teachers will follow an instructional action planning process that allows for data disaggregation/analysis, responsive instructional planning and instructional delivery, progress monitoring of instruction, and necessary adjustments to include re-teaching resulting in an increase in reading STAAR scores by June 2022.

Performance Objective 2: Based on the 2020 Developmental Reading Assessment, the percentage of students in grades 2nd through 5th who are at or above grade level in reading fluency, and comprehension will increase from 61% to 70% by May 2022.

Evaluation Data Sources: ELAR will utilize the Developmental Reading Assessment 2 for Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student. ELAR will also utilize performance assessments, and unit assessments to determine the small group placement of each student.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Core subjects will have a common planning period, in order to study student data, develop unit calendars and lesson plans.</p> <p>Strategy's Expected Result/Impact: Increased rigor and continued district recommended pacing in classroom instruction.</p> <p>Staff Responsible for Monitoring: District Curriculum Dept. Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The ELAR teacher will utilize small ability based groups to teach specific ELAR skills needed in order to progress a child to the next ability level.</p> <p>Strategy's Expected Result/Impact: The focus on skills will help students achieve instructional success specific to what they need.</p> <p>Staff Responsible for Monitoring: ELAR Teacher Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: By the end of the school year, all teachers will follow an instructional action planning process that allows for data disaggregation/analysis, responsive instructional planning and instructional delivery, progress monitoring of instruction, and necessary adjustments to include re-teaching resulting in an increase in reading STAAR scores by June 2022.

Performance Objective 3: Students who are categorized as Tier 3 will have small group intervention outside the normal Tier 1 instruction to ensure they gain at least one years worth of growth in reading levels during the 21-22 school year.





Evaluation Data Sources: Teachers will utilize the Developmental Reading Assessment 2 for the Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.

Goal 2: The percentage of Natalia ISD students proficient in numeracy and algebraic reasoning will increase from 27% to 50% by August 2024.

Performance Objective 1: The percentage of Natalia Elementary students in grades 3-5 who show proficiency in numeracy and algebraic reasoning will increase from 27% to 32% by August 2021.

Evaluation Data Sources: Mathematics will utilize the Imagine Math Program for the Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.

Mathematics will utilize unit assessments, benchmark assessments, and release STAAR Exam results to determine the Tier level of each student.





Strategy 1 Details	Reviews			
<p>Strategy 1: The Math teacher will identify students that require intervention after school, in the same content area(s) and invite a maximum of 5 students per session.</p> <p>Strategy's Expected Result/Impact: The small group strategy will allow for a lower teacher -to-student ratio, providing personalized teaching sessions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through common planning periods, teachers will collaborate to write and execute alignment in learning objectives, instructional delivery methods, and assessment approaches. Numeracy will be supported by using hands on activities to move from concrete to representational to abstract.</p> <p>Strategy's Expected Result/Impact: Increased rigor and continued district recommended pacing in classroom instruction resulting in closing achievement gaps in numeracy skills.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Curriculum & Instruction Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: supplemental math instructional materials - 211-Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: The percentage of Natalia ISD students proficient in numeracy and algebraic reasoning will increase from 27% to 50% by August 2024.

Performance Objective 2: Students in grades K-2 will have a concrete understanding of mathematical foundation skills such as number concepts, relationships and operations.

Evaluation Data Sources: Mathematics will utilize the Math Inventory program for the Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.





Mathematics will also utilize unit assessments, performance assessments and math checklists to determine the needs of each student.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) The Math teacher will identify students that require intervention after school, in the same content area(s) and invite a maximum of 10 students per session.</p> <p>Strategy's Expected Result/Impact: The small group strategy will allow for a lower teacher -to-student ratio, providing personalized teaching sessions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Core subjects will have a common planning period, in order to study student data, develop unit calendars and lesson plans.</p> <p>Strategy's Expected Result/Impact: Increased rigor and continued district recommended pacing in classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Natalia Elementary will create and foster an environment where all stakeholders are engaged in the empowering and challenging work of Natalia ISD

Performance Objective 1: All Natalia Elementary staff, parents, and community members will be provided the opportunity to participate as stakeholders in campus activities to promote student growth and achievement.

Evaluation Data Sources: Parent, student, and staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication to parents in both English and Spanish in order to improve parent involvement in all student groups</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity to communicate effectively with all student groups. Increase attendance at campus events such as parent conferences and family events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Community Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In partnership with Natalia ISD Libraries, Natalia Elementary will provide activities such as Literacy Night, Math Night, and older student mentors "reading buddies" in upper grades to promote literacy and numeracy to help meet the individual needs of young learners.</p> <p>Strategy's Expected Result/Impact: Increase culture of literacy and numeracy among all students grades 2nd through 5th</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Library Aide</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Natalia Elementary School is a campus holding grades two thru five. There is a large focus on literacy and math. Students have grown in literacy over the last three years and are entering our campus with a larger percentage reading on grade level. We have made changes to math instruction during the 2018-2019 school year adding in manipulatives to instruction at all levels, and anticipate seeing the benefit during the 2019-2020 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Along with setting our academic goals we plan to monitor and achieve these goals by meeting weekly as a grade level in PLC's. We will monitor student progress, review growth and any lack of growth, plan for intervention, and continue to learn together and grow as professionals.

All staff will keep updated data on every child they serve through DRA tracking and a digital data board to reflect math screeners.

2.2: Regular monitoring and revision

The site based decision making committee meets the third Thursday of each month to monitor many components of our campus. Some examples of what is monitored is academic data including the number of students in intervention and any who may need intervention, attendance data, discipline data, and school culture/climate. This committee includes representatives from every grade level, the elective team, the special education team, both administrators, and both campus secretaries.

2.3: Available to parents and community in an understandable format and language

Monthly school board meetings utilize the Lonestar Governance framework which review the goals of our district. This puts in front of our parents the academic goals and the progress being made towards those goals. We also host AVID family events so parents can be informed of what is happening academically on campus. Parents who are not able to come to campus also have access to teacher web pages where there is a link to all lesson plans being taught every week in every class.

2.4: Opportunities for all children to meet State standards

Teachers have built in time for small group instruction and reteaching for any students who do not master the standards being taught. Any student who is consistently not mastering the academic material and needs additional assistance outside of the classroom is pulled for further intervention with our campus interventionist.

2.6: Address needs of all students, particularly at-risk

Teachers have built in time for small group instruction and reteaching for any students who do not master the standards being taught. Any student who is consistently not mastering the academic material and needs additional assistance outside of the classroom is pulled for further intervention with our campus interventionist.

All at-risk students are also coded in our student information system by the counselor and monitored for any mental health needs by the counselor.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent community liaison meets with a committee of parents and staff members to yearly update our parent and family engagement policy. All stakeholders are included in this planning. There is an opportunity to be shared at our family events, and copies are also sent home to families.

3.2: Offer flexible number of parent involvement meetings

We host a variety of events for parent involvement- some parents come and read with their students during breakfast, we have AVID home/school meetings to showcase what is happening with our AVID program, we host a Fall festival along with the other campuses in our district, host a book fair in conjunction with at least one parent night time event. This allows our families to have a variety of opportunities both academic and non-academic in which to participate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Daniels	Interventionist	reading intervention	
Sarai Resendez	Interventionist	math intervention	

Campus Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	After School Tutoring Salaries		\$31,200.00
1	1	2	salary of two intervention teachers		\$0.00
1	1	4	Funding for Reading Academy participation		\$27,000.00
2	1	2	supplemental math instructional materials		\$6,000.00
Sub-Total					\$64,200.00
Grand Total					\$64,200.00

Addendums