

Natalia ISD

Targeted Improvement Plans February 2026





What is a Targeted Improvement Plan?

- ❖ Based on State/Federal Accountability Ratings

- ❖ Purpose
 - Improve student outcomes
 - Strengthen school foundational practices

- ❖ Plan must be:
 - Made available to stakeholders for feedback
 - Approved by school board
 - Submitted to TEA by March 2026



TIP Campuses

- ❖ Natalia Elementary School
 - Based on Comprehensive status in Domain III of 2024-2025 Accountability ratings

- ❖ Natalia High School
 - Third consecutive year with a “D” rating.

Natalia Elementary School - Targeted Improvement Plan

Elementary TIP Overview



Area of Improvement based on needs assessment

- Increase the percentage students performing at Meets or above on STAAR Reading and Math
- Improve student growth across all grade levels
- Targeted interventions for all students to support growth
- Increased teacher confidence and expertise in curriculum resources
- Data analysis protocols

TIP Strategy

Intensive Curriculum and Instruction Improvements

Elementary TIP Overview



Student Outcomes

Goal #1: The STAAR ELA/Reading Meets performance will increase from 35% in 2025 to 40% in 2026.

Goal #2: the STAAR Math Meets performance rate will increase from 26% to 30%.

Goal #3: In the area of Academic Achievement, the component score will increase to 37.5 in 2025-2026.

Goal #4: In the area of Growth Status, the component score will increase to 43.8 in 2025-2026.

Goal #5: In the area of ELP Status, the component score will remain 75% in the 2025-2026 school year.

Goal #6: In the area of Student Success Status, the component score will increase to 37.5 in 2025-2026.

Intensive Curriculum and Instruction Improvements



2026-2027 Math and Reading Curriculum

- Bluebonnet Learning - Reading
- Bluebonnet Learning - Mathematics

Professional Learning Communities (PLCs)

- Consistent weekly PLC meetings modeled by Product Advisors (PAs) and facilitated by Instructional Coaches and Administrators.
- Focused unit/module lesson internalization to anticipate misconceptions and align instruction to tested standards
- Student work and data analysis protocols used to identify needs and plan intervention



Intensive Curriculum and Instruction Improvements

Assessments

- Unit assessments aligned to adopted curriculum (Bluebonnet) and state standards (TEKS)
- Data analysis protocol to identify reteach and/or intervention needs
- Daily Checks for Understanding through exit tickets, QSSSA, teacher observation
- Diagnostic screeners (IXL, mClass, NWEA MAP) to measure student growth in Reading and Math

Observation/Feedback

- Each teacher is observed at least twice a month (PA, Instructional Coach, Administrator)
- Feedback provided to teachers within 24-48 hours
- Individual internalization coaching and weekly observations for teachers with less than two years experience or teachers performing below expectations (as evidenced by walk-through and assessment data)

Key Milestones



Key Milestone Overview

Weekly Ongoing Milestones

- PLC Meetings focused on internalization
- Internalization feedback
- Classroom observations and feedback

October 2025 - April 2026

- Friday School intervention at least once per month

November 2025 - June 2027

- Student goal setting and progress monitoring

January 2026 - June 2027

- Teachers submit weekly lesson internalization

February 2026 - June 2027

- Assessment data analysis protocol

Progress Review and Communication

- TIP feedback survey shared with stakeholders through email/newsletter in February 2026
- Bi-weekly Curriculum & Instruction meetings to review implementation and progress data
- Monitoring of teacher performance through observation, instructional rounds
- Quarterly review of improvement activities by Instructional Leadership Team (ILT)

Resources



The required costs to implement this plan consists of the following:

Items	Costs	Source of Funds
Bluebonnet RLA (2-4) Curriculum Bluebonnet Math (2-4) Curriculum	\$16,279 \$9,305	<ul style="list-style-type: none">▪ State-Developed Open Education Resource Entitlement▪ SBOE-approved Instructional Materials Entitlement
Texas Instructional Leadership support for campus administration	\$100,000	<ul style="list-style-type: none">● LIFT grant funds
Instructional Coach	\$65,000	<ul style="list-style-type: none">● LIFT grant funds
Professional Development (product PD, Differentiation)	\$25,000	<ul style="list-style-type: none">● LIFT grant funds

Alternative funding if the above listed grant fund sources are not awarded to Natalia Elementary School include using Title II for professional development and continued support and IMTA funding will be used to purchase all curriculum. The district hopes to apply for the LASO 4 grant to continue Region 20 support in the programs listed above. If the district is not awarded the grant, potential funding can come from Title II and/or local funds.

Stakeholder Comments



I have a clear understanding of what NES is trying to accomplish this year.

75% agree/strongly agree

NES's primary focus is improving student learning.

87.5% agree/strongly agree

Feedback is provided on the work students complete in class.

50% agree/strongly agree

Parents are provided the tools and resources to support learning at home

75% agree/strongly agree

Trend: Communication

“Response times of inquiries lag at times. If we don't ask for updates, then there are none.”

“I appreciate the communication directly from admin at the campus but teacher communication needs improvement when it comes to communicating with parents.”

Natalia High School - Targeted Improvement Plan



High School TIP Overview

Area of Improvement based on needs assessment

- Increase percentage of students performing at Meets Grade Level or Above on ELA EOC
- Strengthen Algebra I performance to significantly raise Meets-level achievement
- Improve student growth outcomes across all tested subjects
- Enhance supports for Emergent Bilingual students to raise ELP progress
- Strengthen school quality indicators that impact accountability ratings
- Ensure targeted interventions for students just below Meets level
- Monitor progress frequently to stay on track toward end-of-year goals

TIP Strategy

Intensive Curriculum and Instruction Improvements

High School TIP Overview



Student Outcomes

Goal 1: By the end of the school year 2025-2026, 45% of all ELA/Reading EOC will perform at the Meets Grade Level or Above.

Goal 2: By the end of the school year 2025-2026, 25% of Algebra I Math EOC will perform at the Meets Grade Level or Above.

Goal 3: By the end of the school year 2025-2026, a goal of 62.5 component points will be met for the Academic Achievement Component of Domain III.

Goal 4: By the end of the school year 2025-2026, a goal of 64 component points will be met for the Academic Growth Status Component of Domain III.

Goal 5: By the end of the school year 2025-2026, a goal of 50 component points will be met for the ELP Status Component of Domain III.

Goal 6: By the end of the school year 2025-2026, a goal of 50 component points will be met for the School Quality Status Component of Domain III.

Intensive Curriculum and Instruction Improvements



2026-2027 Math and Reading Curriculum

- Algebra - Bluebonnet Secondary Math
- English I and English - SAVVAS

Professional Learning Communities (PLCs)

- Implementing consistent, structured PLC protocols aligned to EOC standards (TEKS)
- Focused lesson internalization to anticipate misconceptions and align instruction to tested standards
- Regular student work analysis to identify gaps and plan targeted reteach
- Comprehensive data review of CBAs, benchmarks, and released STAAR items
- Strategic intervention plans (small groups, tutorials, Saturday school)
- Ongoing tracking of progress through shared EOC data systems

Intensive Curriculum and Instruction Improvements



Assessments

TEKS-aligned unit assessments using state-aligned curricula (Bluebonnet, SAAVAS, TCMPC)

Results analyzed within 1–3 days to identify gaps, trends, and subgroup needs

Data-driven reteach, small-group intervention, and instructional adjustments

Daily formative checks (exit tickets, quick checks, observations) to monitor learning

Campus-wide trackers to monitor progress on priority standards

Beginning- and mid-year diagnostics (mClass, IXL, NWEA MAP) to measure growth

Observation/Feedback

Each teacher is observed twice per month

Observations aligned to the *Get Better Faster* scope and sequence

Feedback provided by campus administration within 1–3 days

Identified teachers receive specific action steps to improve instruction

Teachers with fewer than two years of experience and/or ineffective ratings receive:

- Weekly 1:1 coaching
- Observations and feedback at least once per week



Key Milestones

Key Milestone Overview

November 2025 – June 2027

- Conduct weekly implementation checkpoints
- Provide capacity-building professional development
- Develop and refine instructional resources and tools

December 2025 – June 2027

- Deliver differentiated coaching touchpoints for teachers

January 2026 – June 2027

- Require teachers to submit weekly lesson internalizations

February 2026 – June 2027

- Capture and review formative assessment data on a weekly basis

Beginning March 2026 – June 2027

- Engage in ongoing assessment reflection cycles

Progress Review and Communication

- TIP monitoring tool developed by Spring 2026
- Monthly campus review of implementation and milestone progress
- Quarterly data reviews to ensure plan targets are met
- Ongoing monitoring through observations, instructional rounds, and data trackers
- Regular reporting to district leadership and School Board
- Progress shared with stakeholders via newsletters and parent events
- Benchmark reviews every three months with district and campus leaders



Resources

The required costs to implement this plan consists of the following:

Items	Costs	Source of Funds
Math (Algebra I) Curriculum <ul style="list-style-type: none">Bluebonnet Math RLA <ul style="list-style-type: none">SAVVAS	\$40,000	State-Developed Open Education Resource Entitlement SBOE-approved Instructional Materials Entitlement
Texas Instructional Leadership (TIL) program (Region 20)	\$65,000	LASO 4 (LIFT)
Strong Foundations Implementation Support (Region 20)	\$100,000	LASO 4 (LIFT)
Instructional Coach	65,000	LASO 4 (LIFT)
Professional Development (product PD, Differentiation)	\$10,000	Title II or SCE

Alternative funding if the above listed grant fund sources are not awarded to Natalia High School include using Title II for professional development and continued support and IMTA funding will be used to purchase all curriculum. The district hopes to apply for the LASO 4 grant to continue Region 20 support in the programs listed above. If the district is not awarded the grant, potential funding can come from Title II and/or local funds.



Stakeholder Comments

Email notification sent to 435 parent email addresses.

Message Tracking Report									
Created On:	23-Feb-26								
School:	Natalia High School								
Date range:	Feb 15, 2026 - Feb 21, 2026								
Delivery time:	active, pending, complete								
Message category:	All								
Deliver via:	All								
ID	Message	Type	Sender	School	Status	Delivered	Total	Email Delivered	Email Attempted/Co
7203530	Campus Improvemer	Email	Camren Maglievaz	Natalia High School	Complete	435	625	435	625

Zero stakeholder comments received for Natalia High School TIP.