

Natalia Elementary School
Targeted Improvement Plan (TIP)
2026-2027



School System Information

School Name: Natalia Elementary School

Interim Superintendent: Dr. Lloyd Verstuyft

Principal: Nichole Speer

District Coordinator of School Improvement: Amanda Lopez

Student Outcome Goals

Goal 1: In the 2025-2026 school year, the STAAR ELA/Reading Meets performance will increase from 35% in 2025 to 40% in 2026

Goal 2: In the 2025-2026 school year, 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 from to 37.5 in 2025-2026.

School Improvement Strategy

Strategy: Intensive Curriculum and Instruction Improvements

Potential Grants for SY 2026-2029: LASO 4 - LIFT with PLC Add-On support

Strategy Implementation Support: ESC Region 20

Curriculum and Instruction

2025-2026 Math and Reading Adopted Curriculum

- Bluebonnet Learning

Math and Reading Curriculum for SY 2026-2027

- Bluebonnet Learning

Curriculum Required Instructional Minutes (based on a five-day school week)

- 2nd-4th Bluebonnet Math: 300 minutes/week (Tier 1)
- 2nd/3rd Bluebonnet Reading: 600 minutes/week (Tier 1)
- 4th Bluebonnet Reading: 450 minutes/week (Tier 1)

Current Elementary Master Schedule instructional minutes (based on a four-day school week)

- 2nd - 4th Bluebonnet Math: 240 minutes/week
- 2nd-4th Bluebonnet RLA: 480 minutes/week

Academic Calendar

The current 2025-2026 academic calendar contains 155 instructional days. The district will take the following steps to ensure a 165-day calendar is adopted and implemented in 2026-2027.

In early January 2026, district leadership will begin collecting stakeholder input on the 2026-2027 academic calendar. Information will be shared with stakeholders and the board of trustees regarding the impact of a less than 165 instructional day academic calendar on student outcomes. Early Spring 2026, district leadership will develop several draft calendars for the upcoming school years. While all drafts will not contain less than 165 school days of instruction they may provide a hybrid between the 4 day and 5-day school year.

Assessment Plan

All 2nd - 4th grade Bluebonnet RLA Unit and Math Module embedded assessments will be used and scheduled through Eduphoria by instructional coaches and administered by teachers upon completion of unit/module. A campus data analysis protocol will be used to analyze unit assessment data to make instructional decisions.

Diagnostic assessments using Amplify mClass Reading, IXL Math, and NWEA MAP Growth Math will be completed three times a year (BOY/MOY/EOY).

PLCs

PLC meetings are held in grade level and content clusters. Each grade level has two math teachers who attend PLC meetings together and 2 reading teachers who attend grade level PLC meetings together. PLCs are held weekly as well as five half day Fridays to support internalization. PLC meetings will be facilitated by Instructional Coaches, Campus Administration, and Product Advisors (ESC20). Reading and Math teachers are required to attend their content specific PLC meetings. SFI internalization protocols, student work analysis protocols, and data analysis protocols will be used.

Capacity Building

Campus administration and instructional coaches will continue to receive professional development on schoolwide culture/routines, and observation/feedback cycles (Get Better Faster). Processes have been developed to implement observation/feedback cycles twice a month for identified teachers. Professional development on data driven instruction will occur in the Summer. Campus administration and instructional coaches will continue to receive product training and unit/lesson internalization training.

Additionally, teachers will receive TTESS training with a focus on the alternative domain I-internalization provided by NIET. Teachers will also continue to receive the SFI training, Math & RLA RBIS training, and continued coaching in the curriculum, instructional delivery, and data analysis.

For teachers who have less than two years in their role and/or are ineffective, additional 1:1 coaching will be provided weekly and observations/feedback will be conducted at least once a week.

The Strong Foundations Implementation Look-For tool is being used in both reading and math. Focused look-fors include but are not limited to: implementation of the curriculum components, student active participation, engaging all learners, and alignment of objectives to formative assessment.

For leadership, Region 20 and the district manager are utilizing the Principal Action Steps. Each teacher is receiving an observation twice a month. Using the Get Better Faster scope and sequence as well as the curriculum action guides, instructional coaches and campus administration are providing feedback to the teachers within 1-3 days of the observation. Additionally, some identified teachers are receiving action steps to implement to improve their instruction.

Teachers will receive capacity building support by way of training and professional development in using the Bluebonnet Learning embedded supports that support all learners, including special populations such as EB learners and Special education students.

Milestones

Administrator Capacity Building

- In **July 2025**, administrators were trained in **TIL Structured Culture & Routines** with the expectation to develop campus wide routines.
- In **October 2025**, administrators and instructional coaches attended an **Observation/Feedback** training utilizing the Get Better Faster framework in order to

develop an observation feedback cycle campus plan.

- Administrators will be trained on **Data Driven Instruction** protocols (TIL) in the **Summer 2026**

Teacher Capacity Building

- In **July and August 2025**, the district provided **Bluebonnet Learning training** to core content teachers to support implementation
- In **August 2025**, teachers received a full-day **TTESS training** with a focus on the Alternative Domain I - Internalization.
- In **September 2025**, Instructional Coaches provided teachers with a training covering **Small Group/Intervention** best practices and the applicable reports needed to make instructional/intervention decisions. Small group lesson plans are uploaded to Eduphoria and administration will conduct monthly review of small group lesson plans targeting instructional strategies and student growth.
- Beginning **September 2025**, campus administration holds **Tuesday Morning Check-Ins** with the following groups: Special Education Teachers (1st Tuesday), New Teachers (2nd/4th Tuesday), and Instructional Leadership Team (3rd Tuesday).
- Beginning **January 2026**, teachers will receive **weekly internalization feedback** from campus administration, and/or instructional coaches. Administration will review internalization feedback monthly to identify trends.

Student Capacity Building

- Beginning **October 2025**, teachers will begin utilizing a **Goal Setting Protocol** in reading and math and meeting with students to review data, set goals, and identify progress.
 - By **January 2026**, all students will be able to use data to determine growth and set a new goal. Student progress on goals will be reported to administration three times a year: BOY, MOY, and EOY.
- Identified students will participate in **Friday School sessions** monthly from **October to April 2025** in order to provide remediation in identified skills (as per STAAR and unit/module assessment data)
 - **Diagnostic MOY data** will be reviewed in **January 2026** to identify additional students needing intervention as well as update identified TEKS for instruction.
 - Using **2026 STAAR data**, 80% of 4th grade students that attend at least 4 Friday school sessions will show growth of at least one performance level.

PLC Meetings

- Beginning **September 2025**, campus Instructional Coaches, with the assistance of ESC20 Product Advisors, will hold weekly grade level and content specific PLC meetings focused on curriculum implementation support through the **SFI Internalization Protocols** with the goals of 100% implementation in both reading and math by November 2025 and 85% of walk-throughs will indicate that students are active participants in all lesson components. **SFI walk-throughs** will be analyzed quarterly to identify trends,

implementation progress, and teachers needing support.

- Beginning **November 2025**, Instructional Coaches, with the assistance of ESC20 Product Advisors, will initiate the **Student Work Analysis Protocol** in order to determine learning gaps, identify student misconceptions, and make instructional decisions with full implementation of the protocol by Spring 2026.
- Beginning **December 2025**, Campus Administration, with the assistance of Instructional Coaches, will begin grade level and content specific unit/module assessment **Data Meetings** to identify patterns, reteach opportunities, and make instructional decisions. By **Spring 2026**, 100% of math and reading teachers will utilize the campus data analysis protocol after each unit/module assessment and make instructional decisions based on the data.

Performance Management

Campus leaders will monitor the implementation of the plan in the following ways:

- classroom observations (TTESS and GBF)
- PLCs (internalization, student work analysis, student engagement)
- Data Meetings for BOY/MOY/EOY diagnostics and unit assessments
- coaching logs
- internalization feedback logs
- bi-weekly C&I meetings

Progress will be monitored by district and campus leadership and instructional coaches. Progress will be reviewed bi-weekly at campus administration and Curriculum & Instruction meetings. Progress will be monitored using the following data: Coaching and Internalization Logs, Weekly PLC Agendas, Data Analysis Reflection Forms

Progress will be shared in a variety of ways including:

- Parents/Community: weekly newsletters, social media, parent roundtable meetings
- District Staff/School Board: weekly admin meetings, school board meetings, weekly newsletters

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	\$65000	<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.

