Natalia Independent School District

2025-2026 District Improvement Plan

Mission Statement

Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.

Vision

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

Natalia Independent School District will prepare students to be productive, successful citizens.

Value Statement

If Natalia ISD ensures that students experience a guaranteed and viable curriculum across all campuses; and if the district grants varying levels of autonomy to campuses through performance contracts; and if the district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles; and ensures that educator placement is a function of student needs rather than adult preferences; then Natalia ISD, directly and through autonomous campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

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Demographics

Summary

The rural district of Natalia ISD is served by Education Service Center Region 20. The district encompasses 41 square miles and shares a border with the school districts of Lytle, Devine, Medina Valley and Poteet. Natalia ISD consists of four campuses within walking distance of each other and serves a student population of approximately 1,295. The student body is comprised of mostly students of Hispanic descent. The Natalia Early Childhood Center serves students ages 3 to 6 in Pre-K 3 through first grade with a little more than 285 students. The Natalia Elementary School consists of second through fifth grades with about 419 students. The Natalia Junior High School includes grades 6 through 8 with a little more than 255 students. The Natalia High School consists of grades 9 through 12 with just over 336 students and is classified as a 3A school participating in most UIL academic and athletic competitions.

Texas Education Agency
2022-23 Student Information (TAPR)
NATALIA ISD (163903) - MEDINA COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,168	100.0%	5,504,150	100.0%	1,170	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	2	0.2%	17,201	0.3%	4	0.3%	25,110	0.5%
Pre-Kindergarten	85	7.3%	243,493	4.4%	85	7.3%	244,284	4.4%
Pre-Kindergarten: 3-year Old	34	2.9%	40,199	0.7%	34	2.9%	40,535	0.7%
Pre-Kindergarten: 4-year Old	51	4.4%	203,294	3.7%	51	4.4%	203,749	3.7%
Kindergarten	80	6.8%	367,180	6.7%	80	6.8%	367,633	6.7%
Grade 1	87	7.4%	399,048	7.2%	87	7.4%	399,419	7.2%
Grade 2	93	8.0%	395,639	7.2%	93	7.9%	395,969	7.2%
Grade 3	91	7.8%	393,583	7.2%	91	7.8%	393,871	7.1%
Grade 4	61	5.2%	393,765	7.2%	61	5.2%	394,020	7.1%
Grade 5	78	6.7%	395,111	7.2%	78	6.7%	395,384	7.2%
Grade 6	98	8.4%	399,341	7.3%	98	8.4%	399,557	7.2%
Grade 7	72	6.2%	409,362	7.4%	72	6.2%	409,566	7.4%
Grade 8	90	7.7%	425,589	7.7%	90	7.7%	425,758	7.7%
Grade 9	91	7.8%	477,875	8.7%	91	7.8%	478,101	8.7%
Grade 10	79	6.8%	436,752	7.9%	79	6.8%	437,002	7.9%
Grade 11	80	6.8%	385,894	7.0%	80	6.8%	386,246	7.0%
Grade 12	81	6.9%	364,317	6.6%	81	6.9%	366,512	6.6%
Ethnic Distribution:								
African American	2	0.2%	705,310	12.8%	2	0.2%	706,775	12.8%
Hispanic	989	84.7%	2,915,219	53.0%	990	84.6%	2,921,416	52.9%
White	168	14.4%	1,410,571	25.6%	169	14.4%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	8	0.7%	166,128	3.0%	8	0.7%	166,565	3.0%
Sex:								
Female	577	49.4%	2,688,496	48.8%	578	49.4%	2,693,780	48.8%
Male	591	50.6%	2,815,654	51.2%	592	50.6%	2,824,652	51.2%
Economically Disadvantaged	864	74.0%	3,415,987	62.1%	865	73.9%	3,421,217	62.0%
Non-Educationally Disadvantaged	304	26.0%	2,088,163	37.9%	305	26.1%	2,097,215	38.0%
Section 504 Students	90	7.7%	407,619	7.4%	90	7.7%	407,904	7.4%
EB Students/EL	120	10.3%	1,269,408	23.1%	120	10.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	26	2.1%	87,162	1.5%				

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Student Information	Membership District Count	Membership District Percent	Membership State Count	Membership State Percent	Enrollment District Count	Enrollment District Percent	Enrollment State Count	Enrollment State Percent
Students w/ Dyslexia	79	6.8%	302,409	5.5%	79	6.8%	302,615	5.5%
Foster Care	1	0.1%	13,415	0.2%	1	0.1%	13,453	0.2%
Homeless	23	2.0%	72,534	1.3%	23	2.0%	72,654	1.3%
Immigrant	2	0.2%	122,390	2.2%	2	0.2%	122,504	2.2%
Migrant	6	0.5%	13,769	0.3%	6	0.5%	13,810	0.3%
Title I	576	49.3%	3,555,650	64.6%	578	49.4%	3,563,890	64.6%
Military Connected	64	5.5%	199,203	3.6%	64	5.5%	199,325	3.6%
At-Risk	559	47.9%	2,935,164	53.3%	559	47.8%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	107	9.2%	1,278,846	23.2%	107	9.1%	1,279,697	23.2%
Career and Technical Education	279	23.9%	1,459,380	26.5%	279	23.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	268	81.0%	1,203,083	72.3%	268	81.0%	1,203,363	72.2%
Gifted and Talented Education	54	4.6%	453,585	8.2%	54	4.6%	453,689	8.2%
Special Education	178	15.2%	693,061	12.6%	180	15.4%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	178		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	94	52.8%	305,800	44.1%				
Students with Physical Disabilities	37	20.8%	138,820	20.0%				
Students with Autism	14	7.9%	107,586	15.5%				
Students with Behavioral Disabilities	26	14.6%	130,018	18.8%				
Students with Non-Categorical Early Childhood	7	3.9%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	140	13.3%	893,031	16.8%				
By Ethnicity:								
African American	0	0.0%	176,665	3.3%				
Hispanic	112	10.6%	462,284	8.7%				
White	25	2.4%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	1	0.1%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	2	0.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	18	11.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	18	17.3%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	94	12.4%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	131	15.7%	751,495	18.1%				

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Student Information	Non-Special Education Rates- District	Non-Special Education Rates- State	Special Education Rates- District	Special Education Rates- State
Retention Rates by Grade:				
Kindergarten	1.4%	1.5%	0.0%	4.5%
Grade 1	0.0%	2.5%	0.0%	3.6%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	7.7%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	1.3%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	7.7%	8.7%	38.5%	12.6%

--- District ---	--- State -----

	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	4	0.7%	7,322	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.8	18.7
Grade 1	20.4	19.1
Grade 2	23.0	19.1
Grade 3	22.0	19.3
Grade 4	14.9	19.4
Grade 5	19.5	20.8
Grade 6	17.7	19.2
Secondary:		
English/Language Arts	11.9	16.2
Foreign Languages	19.1	18.8
Mathematics	13.5	17.5
Science	16.9	18.5
Social Studies	16.4	18.9

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Strengths

Natalia is a small rural district in walking distance for most students. Natalia has a close-knit community with lots of pride and culture. Because of the size of the district, the campuses can vertically align student needs across campuses.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

★ **= Priority**

Student Achievement

Summary

Natalia ISD overall performance for 2024 - 2025 STAAR/EOC state assessments.

	2024 STAAR Approaches	No. of Students	Did Not Meet	Approaches	Meets	Masters
3rd Grade RLA	60%	100	46%	54%	32%	4%
4th Grade RLA	76%	100	40%	60%	27%	4%
5th Grade RLA	61%	107	41%	59%	49%	20%
3th Grade Math	53%	102	63%	37%	15%	4%
4th Grade Math	67%	99	49%	51%	26%	6%
5th Grade Math	57%	107	40%	60%	30%	7%
5th Grade Science	39%	106	58%	42%	7%	0%

	2024 STAAR Approaches	No. of Students	Did Not Meet	Approaches
Algebra I	100%	18	6%	94%
6th Grade RLA	73%	80	31%	69%
7th Grade RLA	58%	84	43%	57%
8th Grade RLA	63%	93	19%	81%
6th Grade Math	65%	80	48%	52%
7th Grade Math *	35%	60	77%	23%
8th Grade Math ** - All 7 & 8	38%	99	57%	43%

7th		**24**	**33%**	**68%**
8th		**75**	**64%**	**36%**
8th Grade Science	45%	92	39%	61%
8th Grade SST	27%	91	54%	46%

* Does not include AMP students who took 8th Grade Assessment

** Include 7th AMP students

	No. of Students	Did Not Meet	Approaches	Meets	Masters
Algebra I	86	56%	44%	16%	7%
English I	103	53%	47%	33%	5%
English II	98	27%	73%	44%	2%
Biology	97	6%	94%	48%	9%
US History	90	6%	94%	58%	18%

Strengths

English II, Biology and US History have been strengths for our high school students, based on STAAR EOC data.

JH Algebra I has been a strength for our high school students, based on STAAR EOC data.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	**Root Cause**
1 ⭐	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.
2 ⭐	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.

⭐ **= Priority**

District Culture and Climate

Summary

Natalia ISD is currently undergoing systemic changes that focus on student achievement and HQIM. The district has increased the alignment of instruction while working within its professional learning communities through a culture of collaboration. The goal is to work directly toward increasing the efficacy of the staff of Natalia ISD. Additionally, the district strives to provide a safe environment, both physically, mentally, and emotionally for all students and staff.

- SEL programs provided
- District/campus new teacher mentoring program
- SAFE Grant

Strengths

Natalia ISD is a close knit community where the students display a willingness to work hard and reach the staff expectations based on the strong relationships with administrators, teachers and other staff members. Therefore it is incumbent upon the staff to continue building strong relationships while simultaneously increasing the rigor within the classroom to provide students greater post secondary opportunities. Natalia ISD is currently working with a character development program to assist in building and strengthening relationships with students and staff. The district was awarded the SAFE grant to continue providing and upgrading safety in the district.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	**Root Cause**
1 ⭐	Allocation of funds and resources to support mental health and physical safety.	Mental health and safety continue to be a priority

⭐ **= Priority**

Staff Quality, Recruitment, and Retention

Summary

Natalia ISD has traditionally struggled with retaining teachers due to the external competition regarding compensation/benefits, the geographical location of Natalia, and the lack of diversity in teaching staff.

Staff Information	--- District ---		----- State -----	
	Count	Percent	Count	Percent
Total Staff	199.4	100.0%	763,729.4	100.0%
Professional Staff:	114.2	57.3%	489,326.8	64.1%
Teachers	85.0	42.6%	371,646.7	48.7%
Professional Support	16.1	8.1%	82,878.8	10.9%
Campus Administration (School Leadership)	5.1	2.6%	25,300.5	3.3%
Central Administration	8.0	4.0%	9,500.8	1.2%
Educational Aides:	31.3	15.7%	86,185.9	11.3%
Auxiliary Staff:	53.9	27.0%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	2.0	n/a	13,815.0	n/a
Part-time Counselors	1.0	n/a	1,240.0	n/a
Total Minority Staff:	134.1	67.2%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	2.0	2.4%	44,033.4	11.8%
Hispanic	39.4	46.3%	110,015.9	29.6%
White	39.2	46.1%	203,967.5	54.9%
American Indian	2.0	2.4%	1,274.2	0.3%
Asian	2.0	2.4%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	0.5	0.6%	4,531.1	1.2%
Teachers by Sex:				
Males	23.9	28.1%	90,752.5	24.4%
Females	61.1	71.9%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	67.7	79.6%	268,238.6	72.2%
Masters	16.4	19.3%	92,878.9	25.0%
Doctorate	0.9	1.1%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.9	9.3%	36,179.6	9.7%
1-5 Years Experience	21.5	25.3%	97,667.0	26.3%
6-10 Years Experience	23.5	27.6%	76,209.5	20.5%
11-20 Years Experience	17.9	21.0%	101,173.2	27.2%

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Staff Information	--- District ---		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	10.2	12.0%	49,550.0	13.3%
Over 30 Years Experience	4.0	4.7%	10,867.4	2.9%
Number of Students per Teacher	13.7	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.1
Average Years Experience of Principals with District	3.3	5.3
Average Years Experience of Assistant Principals	4.5	5.2
Average Years Experience of Assistant Principals with District	1.3	4.4
Average Years Experience of Teachers:	10.6	11.0
Average Years Experience of Teachers with District:	5.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$51,748	$53,300
1-5 Years Experience	$52,022	$56,516
6-10 Years Experience	$54,437	$59,732
11-20 Years Experience	$57,828	$63,389
21-30 Years Experience	$61,666	$67,876
Over 30 Years Experience	$65,509	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$55,680	$60,717
Professional Support	$60,615	$72,022
Campus Administration (School Leadership)	$79,710	$85,167
Central Administration	$86,748	$112,702
Instructional Staff Percent:	61.2%	65.1%
Turnover Rate for Teachers:	23.2%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

	--- District ---		--- State ---	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	-	-	5,474	$5,974
Exemplary	-	-	4,862	$11,898
Master	-	-	2,224	$21,920

	--- District ---		--- State ---	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	4.0	4.7%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.1	0.1%	6,181.8	1.7%
Regular Education	73.9	86.8%	262,398.5	70.6%
Special Education	7.1	8.3%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

Strengths

Twenty five percent of teachers has 10+ years in experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	Misalignment between student achievement and teacher performance.	District and campus leadership turnover and lack of fidelity/accuracy in the implementation of TTESS.
2 ★	Growth and development of campus staff	Less than 5 years of experience

★ **= Priority**

Curriculum, Instruction, and Assessment

Summary

The Curriculum & Instruction (C&I) department consists of a Director and academic coaches. Academic coaches work with each campus to provide support with instructional strategies, lesson planning, assessment building, classroom management, and any other teacher needs. The C&I department provides professional development, resource training, and data analysis.

Natalia ISD is currently undergoing a review of tiered resources as well as the use of the TEKS Resource System and the pacing guides.

Campus	Curriculum	Vendor	Course	Type
ECC	Bluebonnet Learning	TEA	K-1 RLA	Tier 1
ECC	Bluebonnet Learning	TEA	K-1 Math	Tier 1
ECC	Texas Science	McGraw Hill	K-1 Science	Tier 1
ECC	Social Studies Weekly	Studies Weekly	1st SST	Tier 1
ECC	Quaver Health+PE	QuaverEd	PE	Tier 1
ECC	Frogstreet	Frogstreet	Pre-K	Tier 1
ECC	Boost	Amplify	RLA	Supplemental
ECC	Intervention	Amplify	RLA	Supplemental
ECC	IXL	IXL	Math, SST (1)	Supplemental
ECC	Generation Genius	Generation Genius	Science/Math Supplemental	Supplemental
Elem	Bluebonnet Learning	TEA	2-4 RLA	Tier 1
Elem	Bluebonnet Learning	TEA	2-4 Math	Tier 1
Elem	Texas Science	McGraw Hill	2-4 Science	Tier 1
Elem	Social Studies Weekly	Studies Weekly	2-3 SST	Tier 1
Elem	Quaver Health+PE	QuaverEd	PE	Tier 1
Elem	Learning.com	Learning.com	Tech Apps	Tier 1
Elem	Boost	Amplify	RLA	Supplemental
Elem	Intervention	Amplify	RLA	Supplemental
Elem	Lowman Education	Lowman	4-5 SST	Supplemental
Elem	IXL	IXL	Math	Supplemental
Elem	Generation Genius	Generation Genius	Science/Math Supplemental	Supplemental
JH	Bluebonnet Math Learning	TEA	Math 6-8, ALg I	Tier 1
JH	Carnegie Math	Carnegie	Math AMP	Tier 1
JH	Amplify Texas ELAR	Amplify	6-8 RLA	Tier 1
JH	TX Social Studies	McGraw Hill	6-8 SST	Tier 1
JH	Avancemos Texas	HMH	Spanish I	Tier 1
JH	TX Health Skills for Middle School	Goodheart Wilcox	Health	Tier 1
JH	Learning.com	Learning.com	Tech Apps	Tier 1
JH	Character Strong	Character Strong	Character Education	Tier 1
JH	Texas Science	McGraw Hill	6-8 Science	Tier 1
JH	Boost Reading Texas	Amplify	6-8 RLA	Supplemental
JH	IXL (6th Grade Only)	IXL	Math (5-8), ELA (7-8), Sci (5)	Supplemental

JH	Mathia	Carnegie	6-8 Math	Supplemental
JH	Mathstream	Carnegie	6-8 Math	Supplemental
JH	Lowman SST	Lowman	6-8 SST	Supplemental
HS	A+ Comp Sci	A+ Comp Sci	Fun Comp Sci	Tier 1
HS	Biozone World	Biozone	Biology	Tier 1
HS	Carnegie Math	Carnegie	Geometry, Algebra II	Tier 1
HS	Math Models	Cengage	Math Models	Tier 1
HS	CTE Business	Goodheart Wilcox	Business, Marketing, Finance, IT, Media	Tier 1
HS	CTE Agricultural Science	iCEV	Agricultural Science	Tier 1
HS	Health Science	iCEV	Health Science	Tier 1
HS	Marketing Dynamics	iCEV	Business, Marketing, Finance, IT, Media	Tier 1
HS	Texas Science	McGraw Hill	IPC, Essential of A&P	Tier 1
HS	McGraw Hill	McGraw Hill	World Geo, World H, US History, Government	Tier 1
HS	Essential Chemistry, Essential Physics	PASCO	Chemistry, Physics	Tier 1
HS	Pers Lit w/Eco	Ramsey Education	Pers Lit w/Eco	Tier 1
HS	MyPerspectives	SAVVAS	English I, II, III, IV	Tier 1
HS	Bluebonnet Learning	TEA	Algebra I	Tier 1
HS	Pre-Cal: A Graphing Approach	Cengage	Pre-Cal H	Tier 1
HS	Avancemos Texas	HMH	Spanish I, II	Tier 1
HS	Sustaining Your World, 2nd ed	Cengage	Environmental Science	Tier 1
HS	Mathia	Carnegie	HS Math Supplemental	Supplemental
HS	Mathstream	Carnegie	Algebra I Supplemental	Supplemental
HS	IXL	IXL	Math,Sci, SST, ELA	Supplemental
HS	Lowman Education	Lowman	US, World Hist	Supplemental

Strengths

One hundred percent of available Tier 1 instructional materials have been provided to instructional staff.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	**Root Cause**
1 ★	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations

★ **= Priority**

Family and Community Engagement

Summary

Parent and Community Engagement have improved over the years. The district school liaison has strengthened the communication and support between the district and the community by offering food banks and connecting families with churches.

The district sponsored the following events:

- School Board Updates
- Monthly food bank distribution
- District Event Tailgate
- Community pep rallies
- District Festival

The district also utilizes the Natalia ISD website, newsletters, Facebook, X feed, Sports2You, and Remind to keep the parents and the community informed of district events and activities.

Strengths

There has been an increase in parental and community events offered by the district.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	**Root Cause**
1 ⭐	Systematic one-way and two-way communication needs improvement	District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

⭐ **= Priority**

District Organization

Summary

Curriculum & Instruction Department and added a Coordinator of Student Support

The district supports its instructional leaders by holding a monthly cabinet meeting

Campus administrator meetings are twice a month

Programs operating in the district include offering a food bank, sick leave bank, Blue Way scholarship program

Safety Plan

DAEP Plan

Parent Involvement Plan

Strengths

The district has a review process of its organizational practices.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	Lack of clear, communicated district-wide procedures.	Turnover of personnel at the district level and the execution of documented procedures

⭐ **= Priority**

Technology

Summary

Natalia has 1,500 Chromebooks, 250 desktops, 12 Macs at high school, and 85 Classroom panels in the district. Every classroom at ECC and Elementary has docu cameras as well as the math classes, JH has 6, HS has 6

Technology plan- the infrastructure of the district has a 3-year 3-year-old network infrastructure upgrade and a 2-year-old wireless upgrade, 2 surveillance servers which are 2 years old, and 130 cameras around the district. We have a new data center to includes 2 servers with 18 virtual machines, and we have 25 terabytes of storage. Natalia has new fiber across the district. The fiber is routed to fiber switches located in the technology building. Our phone system is 5 years old, we have internal IP phones in all offices and various locations around the campus.

The district has 21 leased copy machines and desktop faxing capabilities.

For safety and security, we have access card readers at 35 locations in and around the school district. We do have 2 fiber circuits located in the technology department and at the Operations Department Fiber 20 Consortium. Natalia is CIPA compliant.

Software Subscriptions/Data Usage (List of Software)

- Microsoft
- Adobe
- School Insights-for district website
- WASP-inventory management system
- Networks and More- ticketing system for technology and maintenance
- Halo-vape sensor management system

Grants

- SLD- Schools and Library battery backups
- Rural Low Income

At high school, there is a 1:1 student-to-chromebook, the capability is present for all students to have a 1:1 Student to computer

The obsolescence plan is a four-year cycle for desktops; Chromebooks vary (as per OS updates), and laptops are at a four-year cycle; the interactive panels are at a five-year cycle for purchasing technology for the district

Strengths

We have a small technology team but we all have our roles and responsibilities with a sound network.

Natalia has a 10 gig bandwidth. The technology department is sound and structured with the new fiber connections.

Problem Statements Identifying Technology Needs

	Problem Statement	**Root Cause**
1	Staff with the capacity needed to support the growth of the district and new technology that is managed by the department.	Increase the need to support technology growth.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.
2 ★	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.
3 ★	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.
4 ★	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations
5 ★	Systematic one-way and two-way communication needs improvement	District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.
6 ★	Misalignment between student achievement and teacher performance.	District and campus leadership turnover and lack of fidelity/accuracy in the implementation of TTESS.

7 ★	Allocation of funds and resources to support mental health and physical safety.	Mental health and safety continue to be a priority
8 ★	Growth and development of campus staff	Less than 5 years of experience

★ = **Priority**

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**

- ☑ **Campus goals**

- ☑ **HB3 Reading and math goals for PreK-3**

- ☑ **HB3 CCMR goals**

- ☑ **Campus/District improvement plans (current and prior years)**

- ☑ **State and federal planning requirements**

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**

- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**

- ☑ **STAAR current and longitudinal results, including all versions**

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **STAAR released test questions**

- ☑ **STAAR Emergent Bilingual (EB) progress measure data**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ SAT and/or ACT assessment data

- ☑ PSAT

- ☑ Student failure and/or retention rates

- ☑ Local diagnostic reading assessment data

- ☑ Local benchmark or common assessments data

- ☑ Texas approved PreK - 2nd grade assessment data

- ☑ Other PreK - 2nd grade assessment data

- ☑ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☑ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- ☑ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- ☑ Economically disadvantaged / Non-economically disadvantaged performance and participation data

- ☑ Special education/non-special education population including discipline, progress and participation data

- ☑ Section 504 data

- ☑ Homeless data

- ☑ Gifted and talented data

- ☑ Dyslexia data

- ☑ Response to Intervention (RtI) student achievement data

- ☑ Dual-credit and/or college prep course completion data

- ☑ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☑ Completion rates and/or graduation rates data

- ☑ Annual dropout rate data

- ☑ Attendance data

- ☑ Discipline records

- ☑ **Violence and/or violence prevention records**

- ☑ **Tobacco, alcohol, and other drug-use data**

- ☑ **Class size averages by grade and subject**

- ☑ **School safety data**

Employee Data

- ☑ **Professional learning communities (PLC) data**

- ☑ **Staff surveys and/or other feedback**

- ☑ **Teacher/Student Ratio**

- ☑ **State certified and high quality staff data**

- ☑ **Campus leadership data**

- ☑ **Campus department and/or faculty meeting discussions and data**

- ☑ **Professional development needs assessment data**

- ☑ **T-TESS data**

- ☑ **T-PESS data**

Parent/Community Data

- ☑ **Parent surveys and/or other feedback**

- ☑ **Parent engagement rate**

- ☑ **Community surveys and/or other feedback**

Support Systems and Other Data

- ☑ **Organizational structure data**

- ☑ **Processes and procedures for teaching and learning, including program implementation**

- ☑ **Communications data**

- ☑ **Capacity and resources data**

- ☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 All students will grow and achieve academically.

Performance Objective 1 ☑ High Priority

The percentage of K-2 Reading "on grade level" will increase from 32% to 50% as measured by Amplify mCLASS.

Evaluation Data Source: mClass EOY assessment

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Execute, monitor and support Strong Foundations Implementation (SFI) Grant (K-5 RLA)

Strategy's Expected Result/Impact: Improve reading performance in K-2

Staff Responsible for Monitoring: Curriculum and Instruction Department, Instructional Coaches and Campus Administrators

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Contracted Services, Stipends, General Supplies (Total Grant Award) 211-K-5 SFI (RLA) Grant, $215,000, Bluebonnet Learning RLA EMAT, $15,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2 ☑ Results Driven Accountability

Fund and support supplemental programs and services

Strategy's Expected Result/Impact: To improve on grade level reading

Staff Responsible for Monitoring: Curriculum and Instruction Department

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Amplify mClass, Boost, Intervention (K-1) 199-SCE, $8,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 3 ☑ **Results Driven Accountability**

Support campus implementation of MTSS process

Strategy's Expected Result/Impact: Improve reading performance through intervention and support

Staff Responsible for Monitoring: Curriculum and Instruction Department

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 4

Implement campus standardization of graded assignments

Strategy's Expected Result/Impact: Fidelity to district grading policy

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Achievement 1

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations

Performance Objective 2 ✅ High Priority

The percentage of K-2 Math " On Grade Level" performance will increase from 36% to 50% as measured by NWEA MAP Growth

Evaluation Data Source: NWEA MAP Growth

Strategy 1

Execute, monitor, and support Strong Foundations Implementation (SFI) Grant (K-5 Math)

Strategy's Expected Result/Impact: Improve math performance in K-2

Staff Responsible for Monitoring: Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: Bluebonnet Learning Math EMAT, $9,000, Contracted Services, Stipends, General Supplies (Total Grant Award) 211-K-5 SFI (Math) Grant, $215,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2 ✅ Results Driven Accountability

Fund and support supplemental programs and services

Strategy's Expected Result/Impact: To improve on grade level math

Staff Responsible for Monitoring: Curriculum and Instruction Department

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: IXL and Zearn math (K-1) 199-SCE, $4,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 3

Fund and support NWEA MAP Growth assessments

Strategy's Expected Result/Impact: Assist in improving math scores by providing data to inform instructional strategies, track student achievement, and measure growth

Staff Responsible for Monitoring: Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1, 2

Funding Sources: NWEA MAP PD 255-Title II, $11,550, NWEA MAP Growth platform 199-SCE, $13,400

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 4 ✅ Results Driven Accountability

Support campus implementation of MTSS process

Strategy's Expected Result/Impact: Improve math performance through intervention and support

Staff Responsible for Monitoring: Curriculum and Instuction Department

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

No Progress	Some Progress	
November	**February**	**June**

Strategy 5

Implement standardization of graded assignments

Strategy's Expected Result/Impact: Fidelity to district grading policy

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.
2	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 3   ☑ **High Priority**   ☑ **HB3 Goal**

The percentage of All Grades Reading STAAR/EOC "Meets" will increase from 37% to 45%.

Evaluation Data Source: STAAR, TEA Interim

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Execute, monitor, and support Strong Foundations Implementation (SFI) Grant (K-5 RLA)

Strategy's Expected Result/Impact: Improve reading implementation to support academic achievement.

Staff Responsible for Monitoring: Curriculum and Instruction department, Instructional Coordinators, Campus administration

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Contracted Services, Stipends, General Supplies (Total Award) 211-K-5 SFI (RLA) Grant, $215,000, Bluebonnet Learning RLA EMAT, $25,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2

Fund and support implementation of RLA high quality instructional materials

Strategy's Expected Result/Impact: Improve reading performance

Staff Responsible for Monitoring: Campus administration, Curriculum Department

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Amplify 6-8 EMAT, $10,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 3 ☑ **Results Driven Accountability**

Fund and support supplemental programs and resources

Strategy's Expected Result/Impact: To improve on-grade-level reading

Staff Responsible for Monitoring: Curriculum and Instruction Department

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Reading Supplemental (IXL, Amplify, etc) 199-SCE, $22,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 4

Fund and support NWEA MAP Growth Assessments for 7th - 10th RLA

Strategy's Expected Result/Impact: Assist in improving reading scores by providing data to inform instructional strategies, track student achievement, and measure growth

Staff Responsible for Monitoring: Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: NWEA MAP Growth PD 255-Title II, $11,550, NWEA MAP Growth program 199-SCE, $13,400

Formative Reviews

No Progress	Some Progress	
November	**February**	**June**

Strategy 5 ☑ Results Driven Accountability

Support campus implementation of MTSS process

Strategy's Expected Result/Impact: Improve reading performance through intervention and support

Staff Responsible for Monitoring: Curriculum and Instuction, Instructional Coaches and campus administration

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

No Progress	Some Progress	
November	**February**	**June**

Strategy 6

Implement standardization of graded assignments

Strategy's Expected Result/Impact: Fidelity to district grading policy

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 7

Implement the truancy process to improve student attendance

Strategy's Expected Result/Impact: Improve student attendance and academic growth, ensure parental involvement to attendance/academics with parent conferences

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 8

Evaluate the 4-day school week calendar for its effect on student achievement

Strategy's Expected Result/Impact: Monitor student productivity and academic growth

Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1

Formative Reviews

	Moderate Progress	
November	**February**	**June**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

The percentage of All Grades Math STAAR/EOC will increase from 20% to 30%.

Evaluation Data Source: STAAR, NWEA, TEA Interim

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Execute, monitor, and support Strong Foundations Implementation (SFI) Grants (K-5 Math, 6-8 Math)

Strategy's Expected Result/Impact: Improve math implementation to support academic achievement.

Staff Responsible for Monitoring: Curriculum and Instruction department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Contracted Services, Stipends, General Supplies (Total Award) 211-K-5 SFI (Math) Grant, $218,000, Bluebonnet Learning Math EMAT, $15,000

Formative Reviews

November	February	June
	Some Progress	

Strategy 2 ☑ Results Driven Accountability

Fund and support the Implementation of HQIM and sustain with fidelity in secondary Math

Strategy's Expected Result/Impact: To improve on grade-level math

Staff Responsible for Monitoring: Curriculum and Instruction, Campus administration

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: Carnegie Learning EMAT, 8000,

Formative Reviews

Some Progress	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 3 ☑️ **Results Driven Accountability**

Fund and support supplemental programs and resources

Strategy's Expected Result/Impact: To improve on-grade-level math and reading scores

Staff Responsible for Monitoring: Curriculum and Instruction Department

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: Math supplemental (Zearn, Mathia, Mathstream, IXL) 199-SCE, $22,000

Formative Reviews

Some Progress	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 4

Fund and support NWEA MAP Growth Assessments for 3rd - 10th Math

Strategy's Expected Result/Impact: Assist in improving reading scores by providing data to inform instructional strategies, track student achievement, and measure growth

Staff Responsible for Monitoring: Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: NWEA MAP Growth PD 255-Title II, $11,550, NWEA MAP Growth program 199-SCE, $13,400

Formative Reviews

Some Progress	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Strategy 5 ☑️ **Results Driven Accountability**

Support campus implementation of MTSS process

Strategy's Expected Result/Impact: Improve math performance through intervention and support

Staff Responsible for Monitoring: Curriculum and Instuction, Instructional Coaches and campus administration

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

November	February	June
	Some Progress	

Strategy 6

Implement standardization of graded assignments

Strategy's Expected Result/Impact: Fidelty to district grading policy

Staff Responsible for Monitoring: District Administration

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

November	February	June
	Some Progress	

Strategy 7

Implement the truancy process to improve student attendance

Strategy's Expected Result/Impact: Improve student attendance and academic growth, ensure parental involvement to attendance/academics with parent conferences

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

November	February	June
Some Progress	Moderate Progress	

Strategy 8

Evaluate the 4-day school week calendar for its effect on student achievement

Strategy's Expected Result/Impact: Monitor student productivity and academic growth

Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Instructional Coordinators, Campus Administration

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations

Goal 2 All graduates are college, career and/or military ready.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

For the school year 2025-2026, CCMR will increase from 79% to 95%

Evaluation Data Source: TAPR Report

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Fund and support pathways that align with college requirements and current workforce trends.

Strategy's Expected Result/Impact: Increase college enrollment and support workforce trends

Staff Responsible for Monitoring: District and Campus administration, counselor, and Academic Dean

Problem Statements: Demographics 1

Funding Sources: CTE Pathways (Travel, PD, General Supplies) 199-SCE, $600,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 2

Systematically monitor and support awareness of military career opportunities

Strategy's Expected Result/Impact: Increase awareness of military careers and improve CCMR

Staff Responsible for Monitoring: Campus administration, counselor and Academic Dean

Problem Statements: Demographics 1

Funding Sources: CTE supplies, resources, testing, professional development and materials 199-SCE, $83,000

Formative Reviews

	Some Progress	
November	**February**	**June**

Strategy 3

Yearly analysis and verification of alignment of current CTE course offerings to increase IBC completion

Strategy's Expected Result/Impact: Review CTE course enrollment and increase IBC completion status

Staff Responsible for Monitoring: Campus administration, counselor and Academic Dean

Problem Statements: Demographics 1

Formative Reviews

November	February	June
	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Goal 3
The district will promote the safety and well-being of students and staff.

Performance Objective 1 ☑ **High Priority**

The district will be 100% compliant with state school safety standards

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Maintain and support a silent panic alert system

Strategy's Expected Result/Impact: Provide a safe environment for staff and students with accessibility to sound alert.

Staff Responsible for Monitoring: Technology Department, District Administration, Safety Officer

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 2

Fund school resource officers for security measures

Strategy's Expected Result/Impact: Provide a safe and secure environment.

Staff Responsible for Monitoring: District Administration, Safety Officer

Formative Reviews

Some Progress	✅ Accomplished	✅ Accomplished
November	**February**	**June**

Performance Objective 2

Provide social-emotional programs and/or resources for all students K-12

Evaluation Data Source: District Administration will review of program

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement a district-wide counseling plan that includes, but is not limited to, suicide prevention, conflict resolution, and violence prevention.

Strategy's Expected Result/Impact: Decrease in student discipline referrals

Staff Responsible for Monitoring: District Administration, Campus Administration and counselor

Problem Statements: District Culture and Climate 1

Formative Reviews

November	February	June
	Some Progress	

Strategy 2

Explore positive behavior interventions and support programs.

Strategy's Expected Result/Impact: Decrease in OSS and DAEP placements

Staff Responsible for Monitoring: District Administration

Problem Statements: District Culture and Climate 1

Formative Reviews

November	February	June
	Some Progress	

Strategy 3

Provide training for all staff on district policies related to: Dating violence, Sexual abuse and other maltreatment of students, Multi-hazard Emergency Operating Plan (MEOP), Freedom from Bullying, Allergy Plan, Mental Health Awareness, Child Abuse, Sexual Harassment, Stop the Bleed, Cybersecurity, Title IX, and Dropout Prevention

Strategy's Expected Result/Impact: Increase awareness for staff

Staff Responsible for Monitoring: District Administration and Campus Administration

Problem Statements: District Culture and Climate 1

Formative Reviews

November	February	June
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying District Culture and Climate

	Problem Statement	Root Cause
1	Allocation of funds and resources to support mental health and physical safety.	Mental health and safety continue to be a priority

Goal 4 The district will recruit, retain, train and support high-quality faculty and staff.

Performance Objective 1

100% of new staff will meet all certification requirements by the end of the first year with the district.

Evaluation Data Source: HR data report

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

The district will provide a new teacher support program for all non-certified and first-year certification teachers if needed.

Strategy's Expected Result/Impact: Retention of teachers; increase teacher certification

Staff Responsible for Monitoring: District Administration, Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 2

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
2	Growth and development of campus staff	Less than 5 years of experience

Performance Objective 2 ☑ High Priority

Hire faculty and staff to assist and provide instructional support.

Evaluation Data Source: Decrease number of vacant positions HR Report

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Recruit and hire faculty/staff support for Head Start program

Strategy's Expected Result/Impact: Retain staff and reduce turnover

Staff Responsible for Monitoring: District Administrator and Campus Administration

Problem Statements: Demographics 1

Funding Sources: Hire professional staff and aides 205-Head Start, $200,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2

Recruit and hire intervention teachers and/or aides to support accelerated instruction and remediation.

Strategy's Expected Result/Impact: Improve student performance and retain high-performing teachers

Staff Responsible for Monitoring: District Administration and Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1, 2

Funding Sources: Professional personnel and aides 211-Title I, $324,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 3

Recruit and hire instructional staff to support special programs.

Strategy's Expected Result/Impact: Improve student performance

Staff Responsible for Monitoring: District Administration and Campus Administration

Problem Statements: Demographics 1 - Student Achievement 1, 2

Funding Sources: 224 IDEA B, $288,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Natalia ISD has an above average at risk student population.	Unsatisfactory performance on assessment instruments and readiness skills.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.
2	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 3

Increase instructional leadership capacity among campus administration

Evaluation Data Source: Ensure Instructional Leaders and Campus Administration attend professional development

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Execute, monitor, and support Instructional Leadership grant (Texas Instructional Leadership program for campus administrators)

Strategy's Expected Result/Impact: Develop and growth campus instructional leadership

Staff Responsible for Monitoring: District Administration and Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: Texas Instructional Leadership (TIL) program 211-IL Grant, $65,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2

Monitor and support fidelity to curriculum through monthly learning walks.

Strategy's Expected Result/Impact: Increase fidelity to the curriculum implementation

Staff Responsible for Monitoring: District Instructional Leadership Team

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 3

Monitor and support calibration of observations/evaluations through quarterly instructional rounds

Strategy's Expected Result/Impact: Increase fidelity to the curriculum implementation

Staff Responsible for Monitoring: District Instructional Leadership team, Campus Administration and Instructional Coaches

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 4

Fund and support campus administration with professional development and conferences.

Strategy's Expected Result/Impact: Increase student rigor and administration fidelity to observational data

Staff Responsible for Monitoring: District and Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: Professional Development 255-Title II, $53,000, Reading Academies, TTESS training 199-Local, $15,000, Conferences, ESC Training, Contracted Services 255-Title II, $8,000

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 5

Implement and support the leadership development of observation/feedback cycles among administrators

Strategy's Expected Result/Impact: Increase the calibration of Campus Administration feedback to Teachers

Staff Responsible for Monitoring: District Administration, Curriculum and Instruction, Instructional Coaches, and campus administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Performance Objective 3 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Misalignment between student achievement and teacher performance.	District and campus leadership turnover and lack of fidelity/accuracy in the implementation of TTESS.
2	Growth and development of campus staff	Less than 5 years of experience

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations

Performance Objective 4

Increase teacher capacity to provide high-quality instruction

Evaluation Data Source: Ensure teacher attendance at district trainings

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Support Strong Foundations Professional Development for teachers

Strategy's Expected Result/Impact: Support in developing an instructional framework in math and reading

Staff Responsible for Monitoring: District Administration, Curriculum and Instruction, Instructional Coaches, and campus administration

Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1, 2

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2

Monitor and support a minimum of four T-TESS Walk-throughs per teacher conducted by campus administration.

Strategy's Expected Result/Impact: Improve in reading and math achievement

Staff Responsible for Monitoring: District Administration and campus administration

Problem Statements: Staff Quality, Recruitment, and Retention 1, 2

Funding Sources: 211-Title I, $290,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 3

Provide instructional coaches for implementation fidelity of HQIM

Strategy's Expected Result/Impact: Support and increase student achievement in reading and math.

Staff Responsible for Monitoring: District Administration, Curriculum and Instruction, and campus administration

Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: 225 IDEA B Preschool, $4,000, 224 IDEA B, $270,000

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 4

Create and implement a district professional development plan

Strategy's Expected Result/Impact: Professional development based on campus and district needs

Staff Responsible for Monitoring: District Administration, Curriculum and Instruction, Instructional Coaches, and campus administration

Problem Statements: Staff Quality, Recruitment, and Retention 2

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Student achievement in reading at the "Meets or Above" level is at 39%.	Due to increased student learning gaps and lack of instructional rigor.
2	Student achievement in math at the "Meets or Above" level is at 25%.	Due to increased student learning gaps and lack of instructional rigor.

Performance Objective 4 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Misalignment between student achievement and teacher performance.	District and campus leadership turnover and lack of fidelity/accuracy in the implementation of TTESS.
2	Growth and development of campus staff	Less than 5 years of experience

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Lack of accountability in effectively implementing HQIM to fidelity	Follow through with administrative expectations

Goal 5 The district will increase stakeholder engagement.

Performance Objective 1

Provide parent and family involvement opportunities

Evaluation Data Source: Sign-in logs and surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Offer various district-wide parent activities and volunteer opportunities annually.

Strategy's Expected Result/Impact: Increase parent and family involvement by offering relevant activities.

Staff Responsible for Monitoring: District administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 2

Establish two days for parent conferences in the academic calendar

Strategy's Expected Result/Impact: Increase parental involvement in academics

Staff Responsible for Monitoring: District Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Systematic one-way and two-way communication needs improvement	District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

Performance Objective 2

Involve stakeholders in the district's planning and decision-making

Evaluation Data Source: Surveys, newsletters, Remind notices and invitations to meetings

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Each campus will re-establish site-based decision-making committees

Strategy's Expected Result/Impact: Increased parent and community involvement

Staff Responsible for Monitoring: Campus administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 2

Re-establish School Health Advisory Council (SHAC)

Strategy's Expected Result/Impact: Improved communication with stakeholders

Staff Responsible for Monitoring: District Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

	Some Progress	
November	**February**	**June**

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Systematic one-way and two-way communication needs improvement	District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

Performance Objective 3

Increase communication opportunities between the district and stakeholders

Evaluation Data Source: Surveys, newsletters, Remind notices and invitations to meetings

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Support campuses in providing newsletters to stakeholders

Strategy's Expected Result/Impact: Improve communication and parental involvement

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Some Progress	Moderate Progress	
November	**February**	**June**

Strategy 2

Develop a District communication plan

Strategy's Expected Result/Impact: Improve communication and parental involvement

Staff Responsible for Monitoring: District Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Some Progress	Some Progress	
November	**February**	**June**

Strategy 3

Utilize stakeholder surveys to gather input for decision-making

Strategy's Expected Result/Impact: Improve parental involvement

Staff Responsible for Monitoring: District Administration and Campus Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

November	February	June
	Some Progress	

Strategy 4

Develop the processes and memberships of its site-based management committees as specified in the District of Innovation plan

Strategy's Expected Result/Impact: Improve parental and community involvement

Staff Responsible for Monitoring: District Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

November	February	June
	Some Progress	

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Systematic one-way and two-way communication needs improvement	District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	2	Fund and support supplemental programs and services
1	1	3	Support campus implementation of MTSS process
1	2	2	Fund and support supplemental programs and services
1	2	4	Support campus implementation of MTSS process
1	3	3	Fund and support supplemental programs and resources
1	3	5	Support campus implementation of MTSS process
1	4	2	Fund and support the Implementation of HQIM and sustain with fidelity in secondary Math
1	4	3	Fund and support supplemental programs and resources
1	4	5	Support campus implementation of MTSS process

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan   Signature of Assurance

Title I, Part C – Texas Migratory Education Program (TX-MEP)
Priority for Service (PFS) Action Plan Template
for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	• Who have made a qualifying move within the previous 1-year period; **AND** • Students whose data in TX-NGS shows ***No Other Preschool Support***.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
	163903		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
	Natalia ISD	**2025-2026**	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)
- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances
The LEA PFS Action Plan must include the following required strategies on:
- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determine needs of eligible migratory who are PFS.*
- *Providing services to eligible migratory who are PFS.*

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Leticia Buenrostro	**ESC Reviewer Signature**	ESC Region 20
Date	08/19/2025	**Date Review Complete**	08/19/2025

School Year:	2025-2026	PFS Action Plan	
Region: 20	District Number:	District Name:	
	163903	Natalia ISD	

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2025-2026	PFS Action Plan		
Region: 20	District Number:	District Name:		
	163903	Natalia ISD		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
• Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2025-2026	PFS Action Plan	
Region: 20	District Number:	District Name:	
	163903	Natalia ISD	

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan	
Region: 20	District Number:	District Name:	
	163903	Natalia ISD	

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **The district's Title I, Part C Coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
▪			

2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migratory Children*: Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. *Currently Eligible Migratory Children*: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature

F. <u>Review of COEs/ECOEs.</u>
    Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed.
    ● Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be
      provided to PEIMS for coding – only after a child is encoded on TX-NGS.
	Staff: Designated SEA Reviewers
	Systems Specialists
		Within **7** working days of parent signature.

G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		

V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff .	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Program Manager/Consultants	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. <u>Evaluate ID&R efforts for subsequent planning.</u>** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	**TIMELINE** By Aug 30

B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing