Natalia Independent School District

District Improvement Plan

2021-2022

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.

Theory of Action

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

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 1,142. 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 256 students. The Natalia Elementary School consists of second through fifth grades with about 312 students. The Natalia Junior High School includes grades 6 through 8 with a little more than 241 students. The Natalia High School consists of grades 9 through 12 with just over 333 students and is classified as a 3A school participating in most UIL academic and athletic competition.

Ethnic Distribution:

- African American 0.2%

- Hispanic 84%

- White 16%

- American Indian 0.4%

- Asian 0.3%

- Pacific Islander 0.0%

Economically Disadvantaged 69.26%

Non-Educationally Disadvantaged 30.74%

Bilingual English Learners (BEL)

- LEP 11%
- Bilingual 0%

- ESL 11%

GT 4%

Students w/ Dyslexia 5%

At-Risk 45.7%

Teachers by Ethnicity and Sex:

African American	1.7	2.2%
Hispanic	33.2	42.0%
White	40.1	50.8%
American Indian	2.0	2.5%
Asian	2.0	2.5%
Pacific Islander	0.0	0.0%
Two or More Races	0.0	0.0%

Demographics 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 are able to vertically align student needs across campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a lack of ethnic diversity within our staff. **Root Cause:** The pool of diverse applicants is limited due to the district's rural location.

Student Achievement

Student Achievement Summary

Natalia ISD overall perfromance for STAAR/EOC state assessments.

Spring 2021 STAAR/EOC - Reading						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
3rd	68%	64%	53%	51%	28%	9%
4th	63%	59%	62%	50%	26%	6%
5th	72%	69%	71%	60%	24%	21%
6th	61%	58%	59%	49%	14%	6%
7th	68%	66%	65%	69%	25%	16%
8th	72%	69%	86%	87%	54%	17%
English I EOC	66%	64%	64%	60%	39%	6%
English II EOC	70%	70%	59%	73%	55%	3%
Spring 2021 STAAR/EOC - Math						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
3rd	61%	56%	53%	56%	28%	13%
4th	58%	51%	66%	50%	15%	6%
5th	69%	64%	83%	45%	20%	8%
6th	66%	61%	61%	40%	14%	2%
7th	54%	47%	74%	37%	7%	0%
8th	60%	53%	88%	25%	5%	0%
Algebra I EOC	72%	65%	73%	51%	11%	0%
Spring 2021 STAAR/EOC - Other						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
4th Writing	53%	48%	36%	44%	12%	1%
7th Writing	61%	56%	50%	52%	16%	0%
5th Science	61%	56%	51%	42%	16%	3%
8th Science	67%	63%	78%	57%	19%	5%
Biology EOC	81%	80%	81%	84%	46%	6%
8th Social Studies	56%	54%	71%	58%	14%	7%
US History EOC	88%	88%	89%	94%	73%	30%

Spring 2021 STAAR/EOC - Reading						
* Data carried over from SY 2018-2019						
** SY 2021-2021 - Remote and in person learning due to Covid 19.						

2021 School Data

Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	29	42%

Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	25	36%
Industry-Based Certifications		
Earned an industry-based certification from approved list	19	28%

2020-2021 District Report Card

NATALIA ISD

Total Student Enrollment 2020–21: 1,024   Schools: 4

OVERVIEW   PERFORMANCE ▾   FINANCE   PROFILE   SCHOOLS   District Reports ▾   TAPR

🔍 Search by School Name   Displaying 4 schools

School Name	District Name	2019 Overall Rating	2019 Overall Score	Grades Served
NATALIA EARLY CHILD CTR	NATALIA ISD	D	68	PreKindergarten - Grade 1
NATALIA EL	NATALIA ISD	D	68	Grade 2 - Grade 5
NATALIA H S	NATALIA ISD	C	78	Grade 9 - Grade 12
NATALIA J H	NATALIA ISD	C	74	Grade 6 - Grade 8

Student Achievement Strengths

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

The Elementary campus saw improvement over time moving from 55 to 68 out of 100 for overall score in school improvement.

The Junior High campus saw improvment over time moving from 63 to 74 out of 100 for overall score in school improvement.

The High School campus saw improvement over time moving from 62 to 78 out of 100 for overall score in school improvement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause:** Due to the lack of in person instruction, remote instruction, and the COVID pandemic.

Problem Statement 2 (Prioritized): Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause:** Due to the lack of in person instruction, remote instruction, and the COVID pandemic.

District Culture and Climate

District Culture and Climate Summary

Natalia ISD is currently undergoing systemic changes that focus on student achievement. The district has increased the alignment of instruction while working within their professional learning communities through a culture of collaboration. The goal is to work directly toward increasing the efficacy of the staff of Natalia ISD.

- District survey - Over 80% favorable results on positive climate in district.
- New teacher mentor program - New teachers were assigned a mentor who provided coaching, guidance, and monthly meetings to address needs.
- SEL programs provided - No program has been implemented
- Extracurricular involvement
- Character development program through Athletics & PE

District Culture and Climate 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 buidling 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.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): No program has been implemented for social emotional learning. **Root Cause:** The district is currently in the process of researching and reviewing a potential program to meet the need.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers in Natalia ISD classrooms are highly qualified. Though Natalia ISD has traditionally struggled with retaining teachers due to the external competition regarding compensation/benefits, the geographical location of Natalia, the lack of diversity in teaching staff, and the lack of teacher support.

The COVID pandemic also presented challenges with recruiting staff due to conducting online job fairs (vs. in-person), which created a disconnect with potential applicants. The pandemic also reduced the effectiveness of in-person support for PLCs.

2018-2019 TAPR Report

Staff Information	--------------- District ---------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Total Staff	165.6	100.0%	719,502.5	100.0%
Professional Staff:	97.2	58.7%	461,380.1	64.1%
Teachers	76.8	46.4%	358,450.1	49.8%
Professional Support	11.0	6.6%	72,848.5	10.1%
Campus Administration (School Leadership)	4.8	2.9%	21,812.7	3.0%
Central Administration	4.5	2.7%	8,268.8	1.1%
Educational Aides:	14.8	9.0%	74,292.4	10.3%
Auxiliary Staff:	53.6	32.4%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,414.0	n/a
Part-time	0.0	n/a	572.0	n/a
Counselors				
Full-time	3.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	101.0	61.0%	362,803.7	50.4%

Teachers by Ethnicity and Sex:

African American	1.3	1.8%	37,875.6	10.6%
Hispanic	33.2	43.2%	99,261.7	27.7%
White	38.3	49.8%	209,288.6	58.4%
American Indian	2.0	2.6%	1,236.1	0.3%
Asian	2.0	2.6%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	19.6	25.5%	85,138.1	23.8%
Females	57.2	74.5%	273,312.0	76.2%

Teachers by Highest Degree Held:

No Degree	0.0	0.0%	4,932.1	1.4%
Bachelors	66.0	85.8%	263,991.5	73.6%
Masters	10.9	14.2%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%

Teachers by Years of Experience:

Beginning Teachers	5.0	6.5%	24,953.3	7.0%
1-5 Years Experience	25.9	33.8%	103,762.4	28.9%
6-10 Years Experience	16.5	21.4%	68,136.0	19.0%
11-20 Years Experience	23.4	30.5%	105,158.7	29.3%
Over 20 Years Experience	6.0	7.8%	56,439.7	15.7%
Number of Students per Teacher	14.0	n/a	15.1	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	1.8	6.3
Average Years Experience of Principals with District	1.8	5.4
Average Years Experience of Assistant Principals	1.7	5.3
Average Years Experience of Assistant Principals with District	1.0	4.7
Average Years Experience of Teachers:	9.4	11.1
Average Years Experience of Teachers with District:	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,100	$47,218
1-5 Years Experience	$51,502	$50,408
6-10 Years Experience	$52,248	$52,786
11-20 Years Experience	$52,680	$56,041
Over 20 Years Experience	$59,533	$62,039

Average Actual Salaries (regular duties only):		
Teachers	$52,427	$54,122
Professional Support	$55,316	$64,069
Campus Administration (School Leadership)	$75,187	$78,947
Central Administration	$97,264	$103,400

Instructional Staff Percent:	58.7%	64.5%

Turnover Rate for Teachers:	24.3%	16.5%

Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6

Contracted Instructional Staff:	0.0	6,043.6

Staff Quality, Recruitment, and Retention Strengths

A third of our staff have over ten years' experience.

Retention is currently at 75% which is a positive sign moving forward as the district begins to focus on a culture of success through teacher expertise and growth.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a lack of diversity within the teaching staff. **Root Cause:** Limited pool of viable candidates and a lack of thorough recruitment

Curriculum, Instruction, and Assessment

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 Curriculum and Resources

Content Area	Tier 1	Tier 2	Tier 3	Supplemental Resources
ECC				
ELA	Frogstreet SAVVAS	Successmaker K-2 mClass	Successmaker K-2 mClass	mClass screener
Math	GoMath	Imagine Math (online)	Do the Math (lessons/activities)	
Social Studies	Social Studies Weekly			
Science	Stemscopes			Generation Genius STEMscopes Kits
Elementary				
ELA	SAVVAS	mClass Amplify Reading	mClass	mClass screener Successmaker (K-2) Successmaker (3-5)
Math	GoMath	Imagine Math (online)	Imagine Math (lessons/activities)	
Social Studies	Social Studies Weekly			
Science	Stemscopes			Generation Genius STEMscopes Kits
Junior High School				
ELA	SAVVAS	Amplify Texas Reading ILit	ILit	
Math	Springboard	Imagine Math (online)	Imagine Math (lessons/activities) Do the Math	
Social Studies	Exploros McGraw Hill			Lowman
Science	Stemscopes	Generation Genius		STEMscopes Kits
High School				
ELA	SAVVAS	SAVVAS	Successmaker/Ilit (Possible)	Shmoop
Math	Big Ideas Springboard	Imagine Math (online)	Imagine Math (lessons/activities)	Shmoop STAAR Master
Social Studies				Shmoop
Science	McGraw Hill Stemscopes			Shmoop Labster

The C&

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There was an absence of researched-based tiered instruction in the classroom **Root Cause:** A process does not exist to monitor, coach, and provide support.

Parent and Community Engagement

Parent 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, connecting families with churches, and providing mobile health clinics.

The district sponsored the following events:

- Annual food drives
- Summer mobile library program
- Food delivery for the community during COVID
- Community toy drive
- Online Townhall meetings

The district also utilizes the Natalia ISD website, Facebook Live, Twitter feed, YouTube channel, sportsYou, and Remind to keep the parents and the community informed of district events and activities.

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is low participation for district events. **Root Cause:** Scheduling conflicts exist with parents and staff due to prior commitments and extracurricular activities

District Context and Organization

District Context and Organization Summary

Restructured the C&I Department and added two Coach Coordinators

Added two interventionists at the Elem/ECC campuses

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

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

Accessibility and equity funding sources

Program implementation

Communication Campaign Plan

Resource data

Business practices and procedures

Safety Plan

Parent Involvement Plan

District Context and Organization Strengths

The district has a robust review process of its organizational practices.

Problem Statements Identifying District Context and Organization Needs

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

Technology

Technology Summary

Number of devices in the district

Technology plan- infrastructure of the district

Software subscriptions/Data Usage

Grants- hardware any grant we currently have

Hardware/software inventory i.e interactive boards,Swivels

Priority Problem Statements

Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%.
Root Cause 1: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.
Problem Statement 1 Areas: Student Achievement

Problem Statement 4: No program has been implemented for social emotional learning.
Root Cause 4: The district is currently in the process of researching and reviewing a potential program to meet the need.
Problem Statement 4 Areas: District Culture and Climate

Problem Statement 3: There was an absence of researched-based tiered instruction in the classroom
Root Cause 3: A process does not exist to monitor, coach, and provide support.
Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: There is low participation for district events.
Root Cause 5: Scheduling conflicts exist with parents and staff due to prior commitments and extracurricular activities
Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%.
Root Cause 2: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.
Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal 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
- TTESS 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
- Other additional data

Goals

Goal 1: Improve student achievement through the use of high quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 1: Improve instructional programs ensuring all students meet or exceed grade level with an emphasis on subpopulations.

HB3 Goal

Evaluation Data Sources: C&I Department, campus administration

Strategy 1 Details			Reviews		
Strategy 1: Implement Reading Academies to improve literacy instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve literacy instruction among primary teachers to improve literacy among students. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - 211-Title I - $27,200, - 199-Local - $31,136		**Nov**	**Jan**	**Mar**	**June**
		0%			
^{0%} No Progress	^{100%} Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause**: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.
Curriculum, Instruction, and Assessment
Problem Statement 1: There was an absence of researched-based tiered instruction in the classroom **Root Cause**: A process does not exist to monitor, coach, and provide support.

Goal 1: Improve student achievement through the use of high quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 2: Increase the number of high school graduates classified as College, Career, or Military Ready.

    HB3 Goal

    Evaluation Data Sources: High School campus administration

Strategy 1 Details		Reviews			
Strategy 1: Provide resources for prerequisite test prep		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student test scores on testing such as TSI, ASVAB, SAT, PSAT, STAAR/EOC, etc.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and campus administration		0%			
Strategy 2 Details		Reviews			
Strategy 2: Support industry based certification opportunities		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students graduating with an industry based certification		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration		0%			
Strategy 3 Details		Reviews			
Strategy 3: Provide resources and support for Dual Credit opportunities		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in dual credit courses and student participation.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and campus administration		0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 1: Improve student achievement through the use of high quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 3: Increase student academic performance in Mathematics/Algebra I on the STAAR/EOC

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC, interim assessments, BOY assessments.

Strategy 1 Details		Reviews			
Strategy 1: Provide campus math interventionists to assist in bridging learning gaps.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet individual student needs in Math and assist in bridging any learning gaps. **Staff Responsible for Monitoring:** District, campus administration **Problem Statements:** Student Achievement 2		**Nov**	**Jan**	**Mar**	**June**
		0%			

Strategy 2 Details		Reviews			
Strategy 2: Purchase Tier 1, 2, and 3 instructional materials for all campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide differentiated instruction to students and improving student achievement **Staff Responsible for Monitoring:** District C&I department **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** - 255-Title II - $5,000, - 211-Title I - $40,000, - 199-Local - $35,000		**Nov**	**Jan**	**Mar**	**June**
		0%			

Strategy 3 Details		Reviews			
Strategy 3: Utilize math instructional coach for research based tiered instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide teachers with instructional coaching on tiered instruction to improve student achievement. **Staff Responsible for Monitoring:** District C&I department, campus administration **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1		**Nov**	**Jan**	**Mar**	**June**
		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause**: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.

Curriculum, Instruction, and Assessment
Problem Statement 1: There was an absence of researched-based tiered instruction in the classroom **Root Cause**: A process does not exist to monitor, coach, and provide support.

Goal 1: Improve student achievement through the use of high quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 4: Increase student academic performance in Reading/English STAAR/EOC.

    Targeted or ESF High Priority

    Evaluation Data Sources: STAAR/EOC, interim assessment, BOY assessments

Strategy 1 Details		Reviews			
Strategy 1: Purchase Tier 1, 2, and 3 instructional materials for all campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student achievement through differentiated instructional materials.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District C&I **Problem Statements:** Student Achievement 1 **Funding Sources:** - 211-Title I - $18,900, - 199-Local - $27,200, - 255-Title II - $10,000		0%			

Strategy 2 Details		Reviews			
Strategy 2: Provide campus reading interventionists to assist in bridging learning gaps.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet individual student needs in Reading and assist in bridging any learning gaps.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District, campus administration **Problem Statements:** Student Achievement 1					

Strategy 3 Details		Reviews			
Strategy 3: Utilize reading instructional coach for research based tiered instruction		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide teachers with instructional coaching on tiered instruction to improve student achievement.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District C&I department, campus administration **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause**: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.

Problem Statement 1: There was an absence of researched-based tiered instruction in the classroom **Root Cause**: A process does not exist to monitor, coach, and provide support.

Goal 1: Improve student achievement through the use of high quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 5: Implement instructional action planning process that allows for data disaggregation/analysis, responsive instructional planning and instructional delivery

    Targeted or ESF High Priority

    Evaluation Data Sources: Campus improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Purchase and implement programs and resources for instructional alignment, planning, goal setting, and data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Provide vertically aligned scope and sequence for K-12 teachers for instructional purposes.
     Staff Responsible for Monitoring: District C&I, Campus administration
 	
     Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1
     Funding Sources: - 199-Local - $7,500
	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause**: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.
Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause**: Due to the lack of in person instruction, remote instruction, and the COVID pandemic.
Curriculum, Instruction, and Assessment
Problem Statement 1: There was an absence of researched-based tiered instruction in the classroom **Root Cause**: A process does not exist to monitor, coach, and provide support.

Goal 2: Natalia ISD will foster a culture of health, wellness and safety among our students, staff, and community.

Performance Objective 1: Offer health and wellness opportunities to the community.

    Evaluation Data Sources: District website notices, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Sponsor mobile clinic for community	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support the health and wellness of the community.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration	0%			
Strategy 2 Details	**Reviews**			
Strategy 2: Provide staff with activities to improve health and wellness	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve staff wellness and health	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration	0%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Natalia ISD will foster a culture of health, wellness and safety among our students, staff, and community.

Performance Objective 2: Provide a safe and secure environment conducive to learning.

    Evaluation Data Sources: Surveys, reduction in DAEP placement, decrease in office referrals, cameras

Strategy 1 Details			Reviews		
Strategy 1: Install a perimeter fence around the district		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide physical safety measures for students and school staff.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Operations		0%			
Strategy 2 Details			**Reviews**		
Strategy 2: Purchase and implement a safety reporting system		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide students with a safe way to report any bullying, threats, depression, drugs, etc.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Safety Officer **Problem Statements:** District Culture and Climate 1		0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Performance Objective 2 Problem Statements:

District Culture and Climate
Problem Statement 1: No program has been implemented for social emotional learning. **Root Cause**: The district is currently in the process of researching and reviewing a potential program to meet the need.

Goal 2: Natalia ISD will foster a culture of health, wellness and safety among our students, staff, and community.

Performance Objective 3: Offer resources and supplies to prevent the spread of infections

   Evaluation Data Sources: Student Attendance, surveys

Strategy 1 Details			Reviews			
Strategy 1: Provide personal protective equipment for students and staff			**Formative**			**Summative**
Strategy's Expected Result/Impact: Protect students from any potential illnesses or infections.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District/Campus administration **Problem Statements:** District Culture and Climate 1 **Funding Sources:** - 199-Local - $15,000			0%			
Strategy 2 Details			Reviews			
Strategy 2: Supply necessary equipment for disinfecting campuses			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a clean and disinfected environment to students and staff.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration, Director of Operations **Problem Statements:** District Culture and Climate 1 **Funding Sources:** - 199-Local - $45,000			0%			
0% No Progress	100% Accomplished		Continue/Modify		Discontinue	

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 1: No program has been implemented for social emotional learning. **Root Cause**: The district is currently in the process of researching and reviewing a potential program to meet the need.

Goal 3: Natalia ISD campuses will increase community involvement and will develop and promote positive relationships through communication, involvement, and partnerships with the community.

Performance Objective 1: Increase parental and community events offered by the district

    Evaluation Data Sources: Sign in sheets at events, invitations, agendas

Strategy 1 Details		Reviews			
Strategy 1: Provide funding and staffing for implementation of campus parent nights		**Formative**			**Summative**
Strategy's Expected Result/Impact: Authentic academic connections and participation		**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: District and Campus Administrators
 	
    Problem Statements: Parent and Community Engagement 1
    Funding Sources: - 199-Local - $300
		0%			

Strategy 2 Details		**Reviews**			
Strategy 2: Offer district communication resources for marketing purposes		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and participation of district events		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration **Problem Statements:** Parent and Community Engagement 1		0%			
Strategy 3 Details		**Reviews**			
Strategy 3: Provide mobile messaging platform for parent communication		**Formative**			**Summative**
Strategy's Expected Result/Impact: Message system to communicate with parents		**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: District administration
 	
    Problem Statements: Parent and Community Engagement 1
    Funding Sources: - 199-Local - $10,200
		0%			

0% No Progress	100% Accomplished	Continue/Modify	❌ Discontinue		

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is low participation for district events. **Root Cause**: Scheduling conflicts exist with parents and staff due to prior commitments and extracurricular activities

Goal 3: Natalia ISD campuses will increase community involvement and will develop and promote positive relationships through communication, involvement, and partnerships with the community.

Performance Objective 2: Increase community partnerships

    Evaluation Data Sources: Superintendent notes, shared communications

Strategy 1 Details			Reviews			
Strategy 1: Establish open communication with local city government and churches			**Formative**			**Summative**
Strategy's Expected Result/Impact: Involve the community in a shared partnership of meeting the needs of our students. **Staff Responsible for Monitoring:** District administration **Problem Statements:** Parent and Community Engagement 1			**Nov**	**Jan**	**Mar**	**June**
			0%			
Strategy 2 Details			Reviews			
Strategy 2: Collaborate with neighboring cities to increase community engagement and partnerships			**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide additional resources and support to the community **Staff Responsible for Monitoring:** Superintendent			**Nov**	**Jan**	**Mar**	**June**
			0%			
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue			

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is low participation for district events. **Root Cause**: Scheduling conflicts exist with parents and staff due to prior commitments and extracurricular activities

District Funding Summary

<table>
<tr><td colspan="6" align="center">211-Title I</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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