

Natalia Independent School District
Natalia Early Childhood Center
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia ECC serves students grades PK3 through 1st grade. Beginning the 2023-2024 school year, Natalia ECC has shown an increase in enrollment overall. We increased from 280 students in 2022-2023 to 290 students at the beginning of the 2023-2024. Male are 49% and female students are 51% of the population. Ethnicity groups represented are Hispanic, 82%, White, 18%, and African American, 0.34%. The number of English learners is 28, or 9.66%. Students served by special education are 42, or 15.3%. There are 6 students currently identified and serviced in the area of Gifted & Talented. In the At-risk category, there are 46 students, or 16%, and students identified as economically disadvantaged are 198 or 68%.

Demographics Strengths

Students at Natalia ECC attend school regularly and participate in screener exams in PK, Kindergarten, and 1st grade. Three and Four year old students have the opportunity to be served by federal program, Headstart, and the campus offers one class of PK 3 and one class of PK 4 funded by the district. The campus serves the needs of students in early childhood grades by offering a ratio of 10 to 1 in all Pre-K classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance rate of students in Pre-K and Kindergarten is consistently below 95%. **Root Cause:** Due to not all student being eligible for Pre-K, Kindergarten students lack the structure and routine of attending school regularly. More parent training is needed for Pre-K aged students to further emphasize the importance of consistent attendance.

Student Achievement

Student Achievement Summary

Natalia ECC utilizes several academic screening assessments that also serve as our diagnostic measures as well as for progress monitoring. Teachers in Headstart/PK classrooms use Teaching Strategies GOLD assessments to measure students' academic skills as well as tracking students' development milestones. These skills are aligned to the prekindergarten guidelines & learning standards. Students' academic progress in Kindergarten and First grade are measured at beginning of year, middle of year, and end of year through screeners (mClass and IXL) in both reading and math. Using these data, teachers are able to determine students in small reading groups as well as collaborate with intervention teachers to intervene through tier 2 or tier 3 instruction. Teachers use reading/writing notebooks to maintain word work and vocabulary.

Student Achievement Strengths

Student achievement data is disaggregated for MTSS, ESL, G/T, Special Education, and Economically Disadvantaged students. We are continuing the implementation of standards-based grading in Kindergarten, which allows all stakeholders to have a common understanding of the TEKS and the mastery level for each child. An increased number of students are reading on grade level as measured by Amplify mClass. By the use of data boards, PLC committees (meet bi-monthly) are able to rank students' performance, review longitudinal performance over time, and monitor program effectiveness in reading and math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The 2023-2024 school year is the first year of fully shifting over to Amplify as our Tier 1 curriculum for reading. Because this curriculum is still new to Kinder & 1st grade teachers, we anticipate some learning curves and possible frustration with its implementation. **Root Cause:** We have implemented systematic methods for measuring Tier 2 and Tier 3 that are both fully aligned to the Amplify system and assist with taking the guess work out of students' specific skill deficits.

School Culture and Climate

School Culture and Climate Summary

Through a spirit of collegiality and collaboration, teachers and staff are welcoming to new staff and students. There is a need for further development of professional learning communities to share instructional strategies and support the learning that occurs at each grade level. Staff is eager to encourage and celebrate the successes of colleagues and students. This is done through staff shout-outs and student of the week. The campus is at the point of creating a culture of literacy embedded in instructional and community engagement activities and will host their own book fair this school year to promote the importance of early literacy and language development.

School Culture and Climate Strengths

There have been several updates to the campus facilities and measures for increasing safety have improved greatly. With the ECC cafeteria in the process of becoming fully-operational, the ECC campus is almost near the point of being 100% self-contained. At this point, only Kinder and 1st grade students go across the street for specials rotations once each day.

Through committees such as hospitality and attendance, staff members have opportunities to collaborate with each other and provide feedback to improve the culture and climate of the campus. Through monthly staff meetings, members of the school community are able to brainstorm ways to improve campus issues and celebrate their colleagues successes.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Culture and climate of the campus have been affected with an increased number of students enrolled as well as increased number of students with achievement gaps. **Root Cause:** Students have been impacted by factors such as inconsistent delivery of instruction in the developmental years due to the pandemic i.e. school closures, remote instruction, and lack of a consistent structure.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All ECC teachers are highly qualified and certified in their assigned content areas and grade levels. The most tenured staff member has served the campus for 37 years and is a distinguished teacher as measured by her most current T-TESS appraisal. The Pre-K team has a healthy balance of seasoned early childhood educators that serve as embedded mentors for more novice teachers across the hall. The kindergarten team of four collectively has almost 70 years of teaching experience among them, averaging 17 years per teacher. The first grade team of four is averaging 11 years experience. While this may seem meager in comparison to the aforementioned data, this team has leveraged their strengths to compliment each other's weaknesses and have refined their pedagogy to the needs of their students.

Students identified in various sub-populations such as gifted and talented, ESL, and Special Education are serviced by appropriately trained & certified educators. Of the 15 certified teachers at ECC, only 3 teachers are new to the campus beginning the 2023-2024 school year. Also, intervention teaching positions have been assigned to the campus to support kinder and first grade students in reading and math with a focus on tier 3.

With the addition of a locally funded PK3 & PK4 class, staff have the option of bringing their children to school. All Pre-K classes have two adults in the classroom at all times; one certified teacher and one paraprofessional. ECC has a 1:2 paraprofessional ratio in Kindergarten and 1st grade to support students during small group instruction.

Staff Quality, Recruitment, and Retention Strengths

The majority of classroom teachers have earned their endorsements in English as a Second Language, and the remaining teachers are currently seeking their ESL certification. Most teachers, including at the Pre-K level, have successfully completed their 30 hours of gifted and talented training with annual 6-hours updates. There are several educators on campus who have their special education certification. All teachers have completed the full 60 hours of the Reading Academy - The Science of Teaching Reading, including the campus administrator. Kinder and first grade teachers engage in frequent, ongoing professional development opportunities in the area of research-based strategies for teaching reading and the newly updated Pre-K guidelines.

Campus leaders, in collaboration with district administration, have developed a procedure for recruitment of highly qualified teachers by participating in surrounding job fairs both in-person and online. A four-day school week is also enticing for prospect candidates.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The necessity for one additional first grade teacher is already present in current kindergarten class sizes. Attendance as of January 2024 has (24) (23) (23) (23) in each class for kindergarten; a fifth teacher next school year would alleviate this overflow. **Root Cause:** Enrollment continues to increase and kindergarten, although not mandatory, is becoming more sought after as relevant research recommends the positive benefits of a high quality early childhood education program embedded within a community school.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Natalia ISD has provided state adopted curriculum materials for tier 1 instruction. Pacing guides were updated over the summer 2023 by teachers to maintain a schedule and ensure that all TEKS are taught with the new 4-day school week. Natalia ECC has fully implemented Amplify as our primary reading curriculum which entirely aligns to tier II and tier III support using the same dataset. Data coaching sessions are facilitated by campus administrators and a district curriculum coach and professional learning has been focused on the implementation of Amplify mClass and the science of teaching reading.

Pre-K 3 & 4 continue to use FrogStreet curriculum that fosters hands-on exploration in the areas of literacy, math, science, problem-solving & STEAM activities.

2023-2024 District Curriculum - ECC

Content Area	Tier 1	Tier 2	Tier 3
ELAR	Amplify Frogstreet	Amplify Boost IXL Discovery Ed Heggery Phonics	Amplify Intervention IXL Discovery Ed
MATH	Stemscopes	IXL Imagine Math Facts Generation Genius Discovery Ed ThinkUp Math	IXL Imagine Math Facts Generation Genius Discovery Ed
SCIENCE	Stemscopes	Generation Genius Discovery Ed	Generation Genius Discovery Ed
SOCIAL	Studies Weekly	IXL	IXL

SOCIAL STUDIES		Discovery Ed	Discovery Ed
TECH APPS	Learning.com		

Curriculum, Instruction, and Assessment Strengths

Improvement decisions are made based on data gathered from Eduphoria Aware, IXL Math, and Amplify mClass screeners. Staff are continuing to utilize collaborative lesson planning. Prekindergarten classes have administered GOLD assessments and monitor student growth in pre-literacy and pre-numeracy skills and are utilizing Frog Street Curriculum. Intervention teachers see students in Kindergarten and 1st grade for tier 3 reading and math support.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

The ECC campus provides various parental activities throughout the school year and have invited families into the classrooms for events such as grandparents day, awards ceremonies, and classroom parties. Consistent classroom communication with parents occurs via Remind and weekly parent newsletters. Parent volunteers have been utilized this school year to assist with decorating the school for different events such as red ribbon week, the book fair and Polar Express Day. Parent volunteers will continue to be encouraged to partner with the classroom to fully support our youngest learners.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Evening academic events on campus are well attended by families, therefore more common space is needed for large gatherings. **Root Cause:** Facilities continue to be a barrier for serving large groups of families at the ECC campus.

School Context and Organization

School Context and Organization Summary

There is a continued need for additional training in regards to quality instructional centers. Collectively, kinder and first grade teachers have not given much push-back on fully aligning to Amplify, however, the necessity to strengthen Tier 1 instruction to reduce intervention needs is still present. During a beginning of year MTSS meeting with our Tier III interventionist teachers, it was recommended that relevant classroom learning centers be utilized to meet the individual needs of students in order to bridge academic deficits.

School Context and Organization Strengths

The MTSS documentation process has been streamlined into a digital format and meetings are held on a monthly basis with grade level teams, administration and district C&I support. Tier 3 students are receiving focused support in math and in reading for content specialists. Amplify mClass screeners have given us ample diagnostic information on each student as a reader in grades K-1. IXL programs have given an individual skill sets for every student that will be utilized for learning center implementation.

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

Interactive boards are now in all core classrooms. All kinder and 1st grade students have touchscreen Chromebooks to access their learning platforms. Pre-K students have access to tablets within their classrooms to access their learning programs. Additionally, the campus has robotics resources available (with iPads) to support GT extended learning opportunities.

Technology Strengths

ECC has the following technology: (2) printers, (2) copy machines, interactive boards in all classrooms, (2) scanners, Chromebook carts, staff Chromebooks, iPads for GT students.

ECC utilizes the following software programs: Google, IXL, Amplify Reading, FrogStreet, Hatch, Eduphoria, STEMscopes, TCMPC, Epic, Generation Genius, STEAM component in PK.

Problem Statements Identifying Technology Needs

Problem Statement 1: Every student in Kinder and 1st grade has access to a device, however, the instructional time spent logging into the computers is too much. A more efficient log in mode, such as a QR code with individual student login information, would help alleviate the time wasted getting students logged into their devices. **Root Cause:** Students who did not attend Pre-K prior to Kindergarten have a very difficult time using a computer to input their personal information (active directory login credentials) to access their device. This requires the classroom teacher to individually log in every student and consumes too much of the instructional time.

Priority Problem Statements

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

Root Cause 1: Prior to this school year, we had a lack of curriculum resources that were vertically aligned.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 2: The overall attendance rate of students in Pre-K and Kindergarten is consistently below 95%.

Root Cause 2: Due to not all student being eligible for Pre-K, Kindergarten students lack the structure and routine of attending school regularly. More parent training is needed for Pre-K aged students to further emphasize the importance of consistent attendance.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

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





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

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

ELAR will also utilize performance assessments, and unit assessments to determine the small group placement of each student.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement instructional action planning process that allows for data analysis and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Through instructional planning using Lead4ward Field Guide supplemental resources, teachers will develop plans for units of instruction that include purposeful, aligned methodologies taking into account misconceptions and vocabulary instruction.</p> <p>Staff Responsible for Monitoring: District Curriculum Dept. Principal Counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Lead4ward supplemental resource - 199-SCE - \$185</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Train and support teachers an instructional curriculum and resources instructional delivery.</p> <p>Strategy's Expected Result/Impact: Through focused professional learning, teachers will gain a familiarity and proficiency with using our newly adopted Amplify reading curriculum.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Curriculum and Instruction Staff Principal Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide instructional coaching for all teachers through PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will receive guidance and support for action planning through bi-monthly PLC meetings.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement walk-throughs and feedback process for all teachers by campus administration.</p> <p>Strategy's Expected Result/Impact: Evidence of fidelity to rigorous instruction using data from walkthroughs as well as determination of teachers who need additional instructional coaching.</p> <p>Staff Responsible for Monitoring: Campus administrators Curriculum and Instruction staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide resources and training to support educators in servicing special populations.</p> <p>Strategy's Expected Result/Impact: Students whose primary language is Spanish will have their literacy skills assessed as well as have access to skills practice resources in Spanish.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Intervention teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: mClass Lectura - 199-SCE - \$116.50, Lexia Core 5 - 199-SCE - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplemental curriculum and resources that fully align Tier II and Tier III reading support within the same Amplify program.</p> <p>Strategy's Expected Result/Impact: Skills practice provided to students that is engaging and will result in students' improvement towards proficiency.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Tier III Intervention teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Amplify Tier 2 & 3 - 199-SCE - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Increase student academic performance in Reading/English as measured by Amplify mClass





Evaluation Data Sources: Amplify mClass Reading fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: Support teachers with the science of reading in grade levels K-5</p> <p>Strategy's Expected Result/Impact: The percentage of kindergarten and first students at or above grade level on reading fluency as measured by mClass will increase to 45%</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Texas Reading Academy - 211-Title I - \$20,800, IXL software - Reading - 211-Title I - \$1,445</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and utilize instructional programs and resources for reading/literacy instruction</p> <p>Strategy's Expected Result/Impact: Evidence of all literacy components included in lesson plans as well as during instruction.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Heggerty Phonics - 211-Title I - \$2,799, mClass Intervention Kits - 211-Title I - \$2,887.50</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 3: Increase student academic performance in Math as measured by supplemental programs.

Evaluation Data Sources: The percentage of kindergarten to first grade at or above the grade level as measured by IXL will increase to 20%

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities to K and First grade Math teachers for improvement in instructional practices.</p> <p>Strategy's Expected Result/Impact: Through strategic and personalized instructional coaching, teachers will receive guidance in planning and instructional practices to be implemented during lesson delivery.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and utilize instructional programs and resources for math instruction.</p> <p>Strategy's Expected Result/Impact: Students will have an opportunity to practice skills in math and demonstrate progress towards proficiency in numeracy using the IXL math program.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>Funding Sources: IXL software - math - 199-SCE - \$3,825, Imagine Math Facts - 199-SCE - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 communitiy.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with opportunities to improve health and wellness. Strategy's Expected Result/Impact: Increase staff attendance rate and improve the overall campus climate. Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue partnership with South Texas Rural Health Services mobile clinic. Staff Responsible for Monitoring: Principal Assistant Principal Academic Services staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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

Strategy 1 Details	Reviews			
Strategy 1: Install a perimeter fence around the district.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase and implement Life Spot (active threat alert system)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hire an additional SROs (two) that will work a full-year contract.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide CPI training to staff. Strategy's Expected Result/Impact: Crisis Prevention Institute training of grade level chairs, special education staff, and campus administrators so that staff can intervene in crisis situations and ensure de-escalation techniques are used to keep all students safe. Funding Sources: CPI training materials - 289-Title IV - \$720	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Purchase and use Panorama to gather survey information from students, staff, and community Strategy's Expected Result/Impact: Gather qualitative data regarding current climate of campus. Staff Responsible for Monitoring: Campus administrators Funding Sources: Panorama software - 289-Title IV - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Purchase furniture, equipment and systems to promote health, safety, and wellness. Funding Sources: Vector Solutions software - 289-Title IV - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Provide social-emotional programs and/or resources for all students K-12.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase and implement Character Strong across the campuses.</p> <p>Strategy's Expected Result/Impact: Development of character traits among all students: respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage, creativity</p> <p>Staff Responsible for Monitoring: Counselor Classroom teachers Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

Evaluation Data Sources: Sign in sheets to community events

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication to parents in both English and Spanish in order to improve parent involvement in all student groups.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity to communicate effectively with all student groups. Increase attendance at campus events such as parent conferences and family events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Community Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In partnership with Natalia ISD Libraries, Natalia ECC will provide activities such as Literacy Night, Math Night to promote literacy and numeracy to help meet the individual needs of young learners.</p> <p>Strategy's Expected Result/Impact: Increase culture of literacy and numeracy among all students grades PK, Kindergarten, and 1st grade</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Library Aide</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize a Fall Festival to include community members/organizations' participation in celebrating our community with a focus on our students.</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue





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

Performance Objective 2: Increase communication with parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Remind communication platform to communicate with parents and students on campus.</p> <p>Funding Sources: Remind - 199-Local - \$1,166.57</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement process to increase parent contact with specific, planned days and times to hold parent/teacher conferences both face to face and by phone.</p> <p>Strategy's Expected Result/Impact: Increased involvement and communication with parents resulting an increased amount of understanding of schooling.</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 3: Increase community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Align support for respective communities through the tri-city/district group.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Natalia ISD will promote and support the leadership development of educators and administrators.

Performance Objective 1: Provide professional development opportunities for campus leadership.

Evaluation Data Sources: Eduphoria log of professional development activities provided

Strategy 1 Details	Reviews			
Strategy 1: Establish bi-monthly meetings with campus principals to promote leadership growth. Strategy's Expected Result/Impact: Cohesive dissemination of information from district leadership to campus-level leaders. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training opportunities to district and testing coordinators.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Provide instructional coaching for all teachers through PLCs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deandra Gomez	Math Tier III Interventionist	NECC	
Patricia Guevara	Instructional Aide	NECC	
Sherry Head	Reading Tier III Interventionist	NECC	

Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward supplemental resource		\$185.00
1	1	5	mClass Lectura		\$116.50
1	1	5	Lexia Core 5		\$200.00
1	1	6	Amplify Tier 2 & 3		\$10,000.00
1	3	2	IXL software - math		\$3,825.00
1	3	2	Imagine Math Facts		\$1,000.00
Sub-Total					\$15,326.50
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Texas Reading Academy		\$20,800.00
1	2	1	IXL software - Reading		\$1,445.00
1	2	2	Heggerty Phonics		\$2,799.00
1	2	2	mClass Intervention Kits		\$2,887.50
Sub-Total					\$27,931.50
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Remind		\$1,166.57
Sub-Total					\$1,166.57
289-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	CPI training materials		\$720.00
2	2	5	Panorama software		\$1,500.00
2	2	6	Vector Solutions software		\$1,500.00
Sub-Total					\$3,720.00