

Natalia Independent School District
Natalia Elementary
2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	6
District Culture and Climate	8
Strengths	8
Weaknesses	8
Opportunities	8
Threats	8
Curriculum, Instruction, and Assessment	10
Priority Problem Statements	11
Goals	12
Goal 1: All students will grow and achieve academically	12
Goal 2: Promote the safety and well-being of students and staff.	22
Goal 3: Recruit, retain, train and support high-quality faculty and staff.	25
Goal 4: Increase open communication and family engagement opportunities.	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Natalia Elementary School, serving students in grades 2 through 5 in Natalia ISD, has a total enrollment of 420 students.

The breakdown by grade level is as follows:

- **2nd Grade:** 95 students
- **3rd Grade:** 108 students
- **4th Grade:** 108 students
- **5th Grade:** 109 students

Special Programs:

- **Special Education:** 94 students (22.4%)
- **Gifted and Talented (GT):** 26 students (6.2%)
- **Limited English Proficiency (LEP):** 63 students (15.0%)
- **Economically Disadvantaged:** 286 students (68.1%)

Race/Ethnicity:

- **86.7% Hispanic**
- **13% White**
- **0.3% Two or More Races**

Number of Full-Time Teachers: 22.4

Number of Full-time Staff: 26.3

Teachers by Years of Experience:

1 to 5 Years = 30.4%

6 to 10 Years 40.7%

11 to 20 years = 10.7%

21 to 30 years = 18.7%

Teachers by Race/Ethnicity:

Natalia Elementary
Generated by Plan4Learning.com

59.8% Hispanic

40.2% White

Demographics Strengths

1. Diverse Student Body:

- **Multicultural Environment:** A significant portion of the student body is Hispanic.
- **Linguistic Diversity:** The presence of a substantial number of LEP students can enrich the classroom experience by exposing and supporting students linguistically.

2. Targeted Support for Special Populations:

- **Comprehensive Special Education Services:** The school's commitment to providing special education services to 22.4% of its students demonstrates a focus on meeting the unique needs of these learners.
- **Gifted and Talented Programs:** By identifying and nurturing gifted students (6.2%), the school can challenge and inspire these high-achieving learners.
- **Support for Economically Disadvantaged Students:** The school's efforts to support economically disadvantaged students (68.1%) can help level the playing field and ensure that all students have equal opportunities to succeed.

3. Experienced Teaching Staff:

- **Strong Foundation of Knowledge and Skills:** The majority of teachers have 6-10 years of experience, indicating a strong foundation of knowledge and skills.
- **Diverse Perspectives:** The diverse racial and ethnic backgrounds of the teaching staff can contribute to a more inclusive and culturally responsive learning environment.

By leveraging these demographic strengths, Natalia Elementary School can create a positive and supportive learning environment that empowers all students to reach their full potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The current ratio of special education staff to students is inadequate to meet the complex needs of special education students, resulting in insufficient support,

compromised service delivery, and educational outcomes. **Root Cause:** The root cause of this problem is a significant disparity between the number of special education staff and the number of students requiring specialized services, exacerbated by the administrative burden of paperwork and scheduling constraints. Contributing factors include: Insufficient staffing levels: A shortage of qualified special education teachers and related service providers limits the a

Student Achievement

Student Achievement Summary

STAAR Performance Rates (2022):

Percentages of students achieving Approaches Grade Level or above:

- **All Subjects:** 62% (State: 74%, District: 64%)
- **ELA/Reading:** 66% (State: 75%, District: 66%)
- **Mathematics:** 67% (State: 72%, District: 61%)
- **Science:** 37% (State: 76%, District: 61%)

Percentages achieving Meets Grade Level or above:

- **All Subjects:** 32% (State: 48%, District: 34%)
- **ELA/Reading:** 38% (State: 53%, District: 41%)
- **Mathematics:** 32% (State: 42%, District: 24%)
- **Science:** 16% (State: 47%, District: 33%)

Percentages achieving Masters Grade Level:

- **All Subjects:** 14% (State: 23%, District: 11%)
- **ELA/Reading:** 19% (State: 25%, District: 13%)
- **Mathematics:** 12% (State: 20%, District: 9%)
- **Science:** 5% (State: 21%, District: 5%)

Academic Growth Score (2022):

- **Overall:** 74 (State: 74, District: 71)
- **ELA/Reading:** 78 (State: 78, District: 77)
- **Mathematics:** 71 (State: 69, District: 65)

Student Achievement Strengths

Strengths:

- Comparable academic growth in both ELA/Reading and Mathematics to state levels.
- Steady year-over-year improvement in math STAAR Approaches Grade Level performance (+17% from 2021).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Performance in Science Needs Targeted Intervention (Only 37% Approaches Grade Level) **Root Cause:** Insufficient emphasis on inquiry-based and hands-

on science learning experiences, leading to gaps in conceptual understanding. Limited alignment between instruction and rigorous science standards tested on STAAR.

Problem Statement 2: Increase Proficiency at Meets and Masters Grade Levels Across All Subjects to Narrow the Gap with State Averages **Root Cause:** Instruction may focus predominantly on foundational skills needed for Approaches Grade Level, leaving higher-order critical thinking and problem-solving skills underdeveloped. Professional development for teachers may not adequately address differentiation strategies to challenge advanced learners.

Problem Statement 3: Address Specific Learning Gaps Among Economically Disadvantaged and Emergent Bilingual Student Group **Root Cause:** Lack of targeted interventions addressing the unique needs of these student populations, such as academic language development for emergent bilinguals. Inconsistent access to resources, tutoring, or enrichment opportunities that could bridge gaps for economically disadvantaged students.

District Culture and Climate

District Culture and Climate Summary

Strengths

- **Staff Commitment and Expertise:**
 - 90% of classroom educators are certified.
 - High number of veteran educators and those with advanced degrees.
 - Staff demonstrates strong connections to the local community.
- **Student Engagement:**
 - Participation in UIL activities and implementation of the Character Strong curriculum contribute to positive student experiences.
 - Behavioral improvements noted due to consistent administrative accountability and consequences.
- **Safety and Security:**
 - New fencing and staff adherence to safety protocols.
 - Improvements in breakfast and lunch procedures.
- **Community Engagement:**
 - Effective community nights modeled by staff, promoting parent engagement.
 - Communication improvements via newsletters for staff and families.

Weaknesses

- **Behavioral Challenges:**
 - Some students display significant learning and behavior gaps due to insufficient time for intervention.
 - Dismissal procedures are chaotic, with inconsistent enforcement and supervision.
- **Limited Extracurricular Opportunities:**
 - Lack of clubs and organized mentoring programs.
- **Professional Development and Role Clarity:**
 - Staff seeks more training on behavioral management, SEL, and special education.
 - Ambiguity in administrative roles and teacher expectations.

Opportunities

- **Enhanced Interventions and Support:**
 - Resources like Amplify and IXL can address learning gaps more effectively with scheduled intervention blocks in the new master schedule.
 - Potential for local mentoring programs and Watch Dog parent involvement.
- **Clubs and Extracurricular Activities:**
 - Passionate staff and local resources provide opportunities for club sponsorship and SEL enrichment.
- **Professional Development:**
 - Topics such as autism awareness, behavioral disorders, and role-specific training for paraprofessionals.
 - Continued professional learning for Tier II/III instructional strategies.

Threats

- **Retention and Staff Morale:**
 - Challenges include low pay, lack of raises, and high workload due to a four-day week.
 - Perceived favoritism and inconsistent communication contribute to staff dissatisfaction.
- **Student Learning Barriers:**
 - Reading deficiencies significantly hinder overall academic progress.
 - Missed instructional time due to pull-out supports and mismanagement of intervention periods.
- **Community Engagement Challenges:**
 - Limited attendance at events, often attracting the same families.
 - Timing conflicts with other community activities reduce participation.

District Culture and Climate Strengths

- **Staff Commitment and Expertise:**
 - 90% of classroom educators are certified.
 - High number of veteran educators and those with advanced degrees.
 - Staff demonstrates strong connections to the local community.
- **Student Engagement:**
 - Participation in UIL activities and implementation of the Character Strong curriculum contribute to positive student experiences.
 - Behavioral improvements noted due to consistent administrative accountability and consequences.
- **Safety and Security:**
 - New fencing and staff adherence to safety protocols.
 - Improvements in breakfast and lunch procedures.
- **Community Engagement:**
 - Effective community nights modeled by staff, promoting parent engagement.
 - Communication improvements via newsletters for staff and families.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Challenges include low pay, lack of raises, and high workload. **Root Cause:** Limited district funding and resource allocation, which results in non-competitive salaries, insufficient raises, and an increased workload due to staffing shortages and inefficiencies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus	Curriculum	Vendor	Content Area	Type
Elem	Texas Elementary Literacy Program	Amplify	ELA	Tier 1
Elem	mClass Texas	Amplify	ELA	Assessme
Elem	Boost Reading Texas	Amplify	ELA	Tier 2
Elem	mClass Intervention	Amplify	ELA	Tier 3
Elem	Eureka	Great Minds	Math	Tier 1
Elem	Zearn	Zearn, Inc.	Math	Supplementa
Elem	IXL	IXL, Inc.	Math	Supplementa
Elem	Texas Science	McGraw Hill	Science	Tier 1
Elem	Social Studies Weekly	Studies Weekly	Social Studies	Tier 1
Elem	IXL	IXL, Inc.	Social Studies	Supplementa
Elem	QuaverEd	QuaverEd, Inc	PE/Health	Tier 1
Elem	Learning.com	Learning.com	Tech Apps	Tier 1

Priority Problem Statements





Goals

Goal 1: All students will grow and achieve academically

Performance Objective 1: The percentage of 3rd Grade Reading STAAR/EOC "Meets" will increase to 50% and approaches to 70%.

Evaluation Data Sources: State Accountability





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ instructional aide to support literacy through library and tech apps. Strategy's Expected Result/Impact: Students will be support in tech apps courses. Students will be fluent typers. Students will be readers. Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.5 - ESF Levers: Lever 2: Strategic Staffing Funding Sources: - 211-Title I - \$29,000</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement supplement reading programs. Strategy's Expected Result/Impact: Increased literacy rate and student achievement Staff Responsible for Monitoring: Campus Administration C&I</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 410-IMA Funds</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Accelerated Instruction and Friday tutoring sessions most months of the school year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration C&I Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESF Grant</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement HQIM and ancillary materials.</p> <p>Strategy's Expected Result/Impact: Students will learn from grade-level, appropriate materials. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration C&I Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 410-IMA Funds</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: All students will grow and achieve academically

Performance Objective 2: The percentage of 3rd Grade Math STAAR/EOC will increase "Meets" to 50% and approaches to 70%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a new HQIM and ancillary materials. Strategy's Expected Result/Impact: Teachers will primarily use HQIM as grade level curriculum. Staff Responsible for Monitoring: Administration C&I Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 410-IMA Funds</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement supplemental math programs to support Math intervention.</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-SCE</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Accelerated Instruction and Friday tutoring sessions most months of the school year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus administration C&I Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESF Grant</p>	Formative		
	Nov	Feb	June
	N/A		
<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 1: All students will grow and achieve academically


Performance Objective 3: The percentage of 5th Grade Science STAAR/EOC will increase "Meets" to 50% and approaches to 70%.

Evaluation Data Sources: State accountability

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement new curriculum and supplemental materials. Strategy's Expected Result/Impact: Students will learn from grade-level, appropriate materials. Increased student achievement. Staff Responsible for Monitoring: Campus administration C&I Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 410-IMA Funds</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development focused on STAAR and vocabulary. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus administration Instructional coach</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 ESF Grant</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental Science focused on STAAR.</p>	Formative		
	Nov	Feb	June
	N/A		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: All students will grow and achieve academically

Performance Objective 4: Offer a variety of academic enrichment activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ instructional aide for academic enrichment. Strategy's Expected Result/Impact: Improve student engagement and overall achievement. Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase instructional materials for enrichment.</p> <p>Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: UIL</p> <p>Strategy's Expected Result/Impact: Increased student engagement in academics.</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Add student leadership opportunities such as Student Council and Principal's Advisory Committee.</p> <p>Strategy's Expected Result/Impact: Increased student engagement in the school organization and operation.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
<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 1: All students will grow and achieve academically

Performance Objective 5: The percentage of Special Education and ESL students "Meets" will increase to 30% and "Approaches" to 60%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Effective inclusion support for Special Education. Strategy's Expected Result/Impact: Support and achievement for special education students. Staff Responsible for Monitoring: Special Education Department Campus Administration</p> <p>Title I: 2.51</p> <p>Funding Sources: - 199-SCE</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Effective inclusion support for ESL. Strategy's Expected Result/Impact: Increased achievement for EB students. Staff Responsible for Monitoring: Academic Services Campus Administration C&I</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199-SCE</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Language acquisition software. Strategy's Expected Result/Impact: Increased achievement for EB students. Staff Responsible for Monitoring: Academic Services Campus Administration C&I</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199-SCE</p>	Formative		
	Nov	Feb	June
	N/A		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Promote the safety and well-being of students and staff.





Performance Objective 1: Develop students' social-emotional well-being and character.

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a SEL curriculum in each classroom. Strategy's Expected Result/Impact: Improve student self-esteem and character habits Staff Responsible for Monitoring: School Counselor</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recognition of positive behavior and character. Strategy's Expected Result/Impact: Improved and modeled behavior through positive supports. Staff Responsible for Monitoring: Counselors and administrators.</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Recognition of attendance for students and staff. Strategy's Expected Result/Impact: Increased attendance and staff retention. Increased student attendance and learning. Staff Responsible for Monitoring: Campus administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: Promote the safety and well-being of students and staff.

Performance Objective 2: Improve safety processes and programs among campus leadership and staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Install doorbells on exterior doors to the main building. Strategy's Expected Result/Impact: Alert campus staff when students need to gain entry from one building to the next. Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
<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: Promote the safety and well-being of students and staff.





Performance Objective 3: Improve physical health and wellness for students and staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partner with the American Heart Association for the Kids Heart Challenge.</p> <p>Strategy's Expected Result/Impact: Kids will learn how to be heart healthy, recognize the signs of a stroke and how to perform CPR.</p> <p>Staff Responsible for Monitoring: Physical Education Teacher and staff Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with Texas A&M AgriLife Extension for health and wellness programs/competitions, including Walk Across Texas for Students and Staff.</p> <p>Staff Responsible for Monitoring: Campus Administration Physical Education Coaches</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Recruit, retain, train and support high-quality faculty and staff.

Performance Objective 1: The campus will offer targeted training opportunities that align with school improvement goals, staff needs and student outcomes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher choice PD as it relates to their teaching content and TTESS goals. Strategy's Expected Result/Impact: Refined targeted instructional practice resulting in increased student achievement. Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 289-MiPlan, - 211 ESF Grant</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Rounds coordinated for teacher growth. Strategy's Expected Result/Impact: Incorporation of strategies for increased student achievement. Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Shared collaboration/planning time. Strategy's Expected Result/Impact: Shared best practices and information resulting in increased student achievement.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The administration will attend respective leadership conferences and other professional development focused on instructional coaching and effective leadership.</p> <p>Strategy's Expected Result/Impact: Increased retention and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 ESF Grant, - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
<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: Recruit, retain, train and support high-quality faculty and staff.

Performance Objective 2: The campus will establish and promote leadership opportunities for staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Integrate leadership strategies as indicated on the ESF Diagnostic such as PLCs, Systems and processes, and data review. Strategy's Expected Result/Impact: Increased student achievement and staff retention. Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly Instructional Leadership Team (ILT) meetings and collective leadership opportunities. Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dedicated Instructional Coach to our campus and ILT Strategy's Expected Result/Impact: Increased trust, teacher support resulting in increased student achievement. Staff Responsible for Monitoring: Campus Administration C&I</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Recruit, retain, train and support high-quality faculty and staff.

Performance Objective 3: 100% of teachers will be trained in high quality instructional materials


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide summer curriculum planning for teachers Strategy's Expected Result/Impact: Increased retention and student achievement. Staff Responsible for Monitoring: Campus Administration. C&I</p> <p>Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 410-IMA Funds</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly PLC sessions Strategy's Expected Result/Impact: Increased retention and student achievement. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 4: Increase open communication and family engagement opportunities.

Performance Objective 1: Communicate early and often with families and parents to promote engagement and trust.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly updates via newsletters are sent to families through email and social media. Strategy's Expected Result/Impact: Increase in trust and general satisfaction with parents Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-Local</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Feedback opportunities via phone, email, in person meetings or surveys. Strategy's Expected Result/Impact: Voice and feedback opportunities providing opportunities for input and collaboration. Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers use the REMIND app to communicate with parents and families Strategy's Expected Result/Impact: increase in trust and general satisfaction from parents Staff Responsible for Monitoring: Campus Administration Technology</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Increase open communication and family engagement opportunities.

Performance Objective 2: Implement family engagement events to strengthen trust and collaboration between families and school.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host a minimum of 2 parent engagement events geared toward math/reading. Strategy's Expected Result/Impact: Increased student achievement in math/reading. Staff Responsible for Monitoring: Campus administration Instructional Coach</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I</p>	Formative		
	Nov	Feb	June
	N/A		
<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>			