

**Natalia Independent School District**  
**Natalia Elementary**  
**2022-2023 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

Beginning in 2022-2023, Natalia Elementary has shown an increase in enrollment overall. We increased from 308 students in 2021-2022 to 323 students in 2022-2023, or 5% increase in student population. Male gender population is 56%, and female population is 44%. Ethnicity groups represented are Hispanic, 91%, White, 9.2%, Two or more races, 0%, and African American, 0%. The number of English learners is 44 or 14%. Students served by special education are 52, or 16%. Students at elementary identified as GT are 12 or 4% and Migrant is 0%. In the At-risk category, there are 47 students or 15%, and students identified as economically disadvantaged are 251 or 78%.

### Demographics Strengths

Natalia Elementary School students attend school regularly and participate in the state exams. Attendance is over 95% for students. The campus is offering intervention in classes in Math and ELA, in order to address the needs of the students requiring Tier II and pull-out intervention Tier III reinforcement. Overall our students have improved and shown tremendous growth compared to the state average on the STAAR exams. Character Education program is integrated into physical education instruction.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** NES has a large percentage of students that are categorized as a special population that need additional support throughout the school day. **Root Cause:** An overall increase in enrollment has included students served by special education, dyslexia, at-risk, and English learners.

# Student Achievement

## Student Achievement Summary

Elementary STAAR data review for 2021 in grades 3-5 in reading, math, writing and science are as follows: STAAR scores for May 2021 in 3rd grade math are 57.38% approaches, 29.51% meets, 14.75% masters. STAAR scores for May 2021 in 3rd reading are 50.82% approaches, 31.15% meets, 9.84% masters. STAAR scores for May 2021 in 4th math are 50% approaches, 14.86% meets, 6.76% masters. STAAR scores of May 2021 in 4th grade reading are 50% approaches, 24.32% meets, 6.76% masters. STAAR scores for 4th writing in May 2021 are 43.24% approaches, 13.51% meets, 1.35% masters. STAAR scores in 5th math are 43.64% approaches, 21.82% meets, and 9.09% masters. STAAR Scores in 5th grade reading are 61.4% approaches, 24.56% meets, and 22.81% masters. STAAR scores for May 2021 in 5th science are 40.35% approaches, 15.79% meets, 3.51% masters.

In addition to state assessment we also assess students in these areas: Developmental Reading Assessment (DRA2) assessment implemented to determine guided reading level. Guided reading level will guide teacher instruction of small groups in grades 2 and 3. Amplify mClass reading assessment has embedded dyslexia screening from grades K and 1st, and students continue to be served by dyslexia interventionist through 5th grade. New this year Amplify will be utilized K-5 providing tests of phonological awareness, phonics, vocabulary, text analysis, and comprehension. Reading notebooks are utilized for writing of book studies, word work, and vocabulary. Improvement in data tracking in tier 1 and tier 2 instruction to ensure all students meet academic achievement. Character Education social skills curriculum is utilized in physical education.

Strengths in additional student measures include an increase of performance of reading levels. New this year, we have interventionists providing tier 3 support in both reading and math 5 days a week for tier 3. RTI framework tracks monthly tier 2 and tier 3 instruction to ensure all students meet academic achievement in Eduphoria.

## Student Achievement Strengths

STAAR in 2020 was not assessed therefore, strengths will be comparing 2019 to 2021. Strengths in STAAR scores from 2019 to 2021 are 3rd math improved 12.94% in approaches, 3rd math improved 12.84% in meets, 3rd grade reading increased 4.73% in the meets category. Strengths in 4th grade include: 9.25% increase in reading meets category, and 10.23% increase in writing approaches category. Strengths in 5th grade include: increase in 5th reading approaches by 5.26%, and 8.77% increase in 5th grade reading masters category, 5th grade science scores increased by 0.12% in the masters category.

Student achievement data is disaggregated for Response to Intervention, RTI. Individual Student TEKS were tracked for tutorial purposes to close specific gaps in learning. At the end of the 2020-2021 school year, an average of 37% students were reading on grade level or higher.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** As measured by STAAR only 2 out of the 6 tests in grades 3-5 reading and math show an increase in two or more performance categories (approaches, meets, and masters). **Root Cause:** Response to intervention for tier 3 students was only 90 minutes a week in the 2020-21 school year.

# School Culture and Climate

## School Culture and Climate Summary

The culture of Natalia Elementary is one of collaboration and synergy. Teachers welcome new staff and students by developing relationships with them and providing support as they become a part of the Mustang team. In order to expand on the momentum of solid, collegial relationships, we need to further develop our professional learning communities to continue to improve as a strong team together. Staff is willing to encourage and celebrate the successes of their colleagues, and a culture of literacy has been begun to be infused into the campus.

## School Culture and Climate Strengths

The abundance of improvements to facilities have contributed to the positive climate of the elementary campus. Grade level teams have bonded with new staff members, and the addition of support staff have contributed to the workload among the staff members. A staff handbook has been created to outline roles for all staff as well as other campus expectations. To address social and emotional needs of students that have developed as a result of the pandemic, students meet with the guidance counselor regularly.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** While collegiality is high, a stressor in school climate is due to both on campus instruction and meeting the needs associated with achievement gaps. **Root Cause:** Teachers are experiencing stress due to achievement gaps among students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All faculty are highly qualified and certified in their assigned content areas and grade levels. Students identified as gifted and talented are being served by GT certified teachers. Twenty one of the 23 teachers returned for the 2021-2022 school year. One additional position was added and assigned in 5th grade to focus on science instruction as well as assist with math instruction and support. Also, intervention teaching positions were assigned to the campus to support students in reading and math with a focus on tier 3.

## 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 seeking their ESL certification. Campus administrators have developed a procedure for recruitment of highly qualified teachers by participating in surrounding job fairs both in person and online.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students identified as second language learners need certified teachers at every grade level with multiple certified teachers in each grade level. **Root Cause:** Not every teacher is ESL certified, which causes ESL students to be grouped rather than spread out across a grade level.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The utilization of TEKS Resource provides Natalia ISD with curriculum, instruction, assessment tools and resources. Natalia ISD has provided state adopted curriculum materials for tier 1 instruction. Pacing guides have been developed for teachers to maintain a schedule and ensure that all TEKS are taught. Natalia Elementary has implemented Guided reading program in grades Kindergarten through 3rd grade with small group instruction being implemented in grades 4 and 5. Data coaching sessions are facilitated by campus administrators, and professional learning has been infused for guided reading and administering the Developmental Reading Assessment, DRA.

## Curriculum, Instruction, and Assessment Strengths

With full implementation of TEKS Resource as the scope and sequence to vertically align the instruction of TEKS, improvement decisions are made based on data gathered from Eduphoria Aware, DRA2, benchmarks, STAAR results and Imagine Math and Amplify mClass screeners. Staff are continuing to utilize collaborative lesson planning. The campus has used ESSER funding for an additional teaching position in 5th grade science.

## 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 social media has been used to disseminate campus information such as upcoming events and campus highlights. Literacy and Math events are being planned to be hosted each semester.

## Parent and Community Engagement Strengths

Natalia Elementary provides various parental activities throughout the school year. Communication with parents via Remind, Twitter, Facebook, and monthly parent video newsletter. NES maintains a positive and supportive relationship with the City of Natalia and the Natalia PD. Campus administration promotes reading 20 minutes each day by providing video read aloud each week.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Evening academic events on campus are poorly attended by families. **Root Cause:** Poor attendance is due to involvement in other community activities and a lack of early and frequent communication of campus events.

# School Context and Organization

## School Context and Organization Summary

There is a need for continued training in regards to guided reading groups and small group planning. In addition, there is a need for continued training on small group implementation and quality instructional centers is needed. Collectively, campus staff should strengthen Tier 1 instruction to reduce intervention needs (achievement gap). For the master schedule, there is a need to provide additional support in the electives area so that teachers can have full planning periods on early release days.

## School Context and Organization Strengths

RTI Paperwork process has been streamlined into a digital format and meetings are scheduled on a regular basis. Tier III students are receiving focused support in math and in reading. Amplify mClass screeners and DRA2 have given us a better view of each student as a reader in grades k-5. Imagine Math programs have given an individual skill breakdown for every student.

## Problem Statements Identifying School Context and Organization Needs

**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:** We had a lack of curriculum resources that were vertically aligned.

# Technology

## Technology Summary

Interactive boards are now in all core classrooms. Students at the Natalia Elementary have technology with Chromebooks available. A learning management system, Schoology, is available for K - 5th grade as a contingency in the event of remote instruction.

## Technology Strengths

NES has the following technology: printers, copy machines, Interactive boards in majority of classrooms, scanners, Chrome book cart in grades 2-5 , staff Chromebooks, ipads for GT students. NES utilizes the following software programs: Eduphoria, STEM scopes, TCMPC, Google, Imagine Math, Amplify Reading, Epic, BrainPop, and Generation Genius.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all students have access to a Chromebook in each classroom. **Root Cause:** We do not have enough devices to provide our students as enrollment as increased.

# Priority Problem Statements

**Problem Statement 1:** As measured by STAAR only 2 out of the 6 tests in grades 3-5 reading and math show an increase in two or more performance categories (approaches, meets, and masters).

**Root Cause 1:** Response to intervention for tier 3 students was only 90 minutes a week in the 2020-21 school year.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** While collegiality is high, a stressor in school climate is due to both on campus instruction and meeting the needs associated with achievement gaps.

**Root Cause 2:** Teachers are experiencing stress due to achievement gaps among students.

**Problem Statement 2 Areas:** School Culture and Climate

# 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data

## Student Data: Student Groups

- 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

## Employee Data

- State certified and high quality staff data

## Parent/Community Data

- Parent surveys and/or other feedback

# 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.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** ELAR will utilize the Amplify mClass and DRA for the 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 utilize unit assessments and interim assessments exam results to determine the tier level of each student.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement instructional action planning process that allows for data analysis and instructional delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Core teachers External Support Staff Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Lead4Ward Supplemental Resources - 199-SCE - \$430</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train and support teachers in instructional curriculum and resources instructional delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Through focused professional learning, teachers will gain familiarity and proficiency using Lead4ward Field Guides for their instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum Dept. Interventionists Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide instructional coaching for all teachers through PLC's.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive guidance and support for action planning through PLC's.</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement walkthroughs and feedback process for all teachers by campus administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of fidelity to rigorous instruction using data from walkthroughs as well as determination of teachers who need additional instructional coaching.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Interventionists Campus administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide resources and training to support educators in servicing special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> The literacy based targeted instruction and intervention program will close the performance gaps for students in special populations and support students whose primary language is Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers Assistant Principal Principal</p> <p><b>Funding Sources:</b> Lexia Core 5 - 199-SCE - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Purchase supplemental curriculum and resources to support instruction. Supplemental resources include IXL, Amplify, Generation Genius softwares.</p> <p><b>Strategy's Expected Result/Impact:</b> Skills practice provided that is engaging and will result in students' improvement towards proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Campus administrators Curriculum and Instruction staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Brain Pop - 199-SCE - \$3,800</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







**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 STAAR/EOC.

**Evaluation Data Sources:** ELAR will utilize the state assessments for Beginning of the Year (formative), Interim (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><b>Strategy 1:</b> Adopt and implement policies for accelerated instruction for students who did not meet the passing standards in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of third through fifth grade students at or above Meets on STAAR Reading will increase to 29%.</p> <p><b>Staff Responsible for Monitoring:</b> District Curriculum Dept. Principal Counselor Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> IXL Reading - 199-SCE - \$2,692.50</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support teachers with science of reading in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Methodologies of the Reading Academy as evident in the delivery of instruction will provide an increase of student literacy achievement.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teacher Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading Academy - 199-SCE - \$20,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase and utilize instructional programs and resources for reading/literacy instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> A systematic skill based instructional program that is engaging and assesses students' progress with a targeted approach to close literacy gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers Assistant Principal Principal Curriculum and Instruction Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Amplify/mClass - 199-SCE - \$9,855.01</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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/Algebra I on the STAAR/EOC.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Math will utilize the state assessments for Beginning of the Year (formative), Interim (formative) and End of the Year (summative) assessments to determine the progress of each student.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Adopt and implement policies for accelerated instruction for students who did not meet the passing standard in Mathematics/Algebra I.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive accelerated instruction during an embedded time during the school day which focuses on the students' specific area of academic need. The percentage of third through fifth grade students at or above Meets on STAAR Math will increase to 20%.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Intervention teachers C&amp;I staff Campus administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities for 3-5 math teachers for improvement in instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in focus and rigor of math instruction in general education classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Intervention teachers C&amp;I staff Campus administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase and utilize instructional programs and resources for math instruction.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

	0%			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with UIW in providing a mobile clinic to the community once per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of access students and parents of the Natalia community to basic healthcare including immunizations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through common planning periods, teachers will collaborate to write and execute alignment in learning objectives, instructional delivery methods, and assessment approaches. Numeracy will be supported by using hands on activities to move from concrete to representational to abstract.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rigor and continued district recommended pacing in classroom instruction resulting in closing achievement gaps in numeracy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Curriculum &amp; Instruction Department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> supplemental math instructional materials - 211-Title I - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.

**Evaluation Data Sources:** Mathematics will utilize the Math Inventory program for the Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.

Mathematics will also utilize unit assessments, performance assessments and math checklists to determine the needs of each student.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) The Math teacher will identify students that require intervention after school, in the same content area(s) and invite a maximum of 10 students per session.</p> <p><b>Strategy's Expected Result/Impact:</b> The small group strategy will allow for a lower teacher -to-student ratio, providing personalized teaching sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Core subjects will have a common planning period, in order to study student data, develop unit calendars and lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased rigor and continued district recommended pacing in classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Teachers Curriculum &amp; Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.



**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:** Parent, student, and staff feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase communication to parents in both English and Spanish in order to improve parent involvement in all student groups</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity to communicate effectively with all student groups. Increase attendance at campus events such as parent conferences and family events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Community Liaison</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In partnership with Natalia ISD Libraries, Natalia Elementary will provide activities such as Literacy Night, Math Night, and older student mentors "reading buddies" in upper grades to promote literacy and numeracy to help meet the individual needs of young learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase culture of literacy and numeracy among all students grades 2nd through 5th</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, Library Aide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In partnership with "Strong Fathers" hold a Bring Your Dad to School day event and a Hands-On STEM Night event in which fathers are able to be involved directly with their children's learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of fathers and father figures in their children's education</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Funding Sources:</b> Strong Fathers Curriculum and Contracted Services - 211-Title I - \$14,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** Increase communication with parents.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Send out a newsletter to all parents regarding school events and how to seek more information about their child's academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement of parents in their children's education.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.

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

**Performance Objective 1:** Provide professional development opportunities for district leadership.

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

**Performance Objective 2:** Provide professional development opportunities for campus leadership.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Daniels	Interventionist	reading intervention	
Sarai Resendez	Interventionist	math intervention	

# Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward Supplemental Resources		\$430.00
1	1	5	Lexia Core 5		\$200.00
1	1	6	Brain Pop		\$3,800.00
1	2	1	IXL Reading		\$2,692.50
1	2	2	Reading Academy		\$20,800.00
1	2	3	Amplify/mClass		\$9,855.01
<b>Sub-Total</b>					<b>\$37,777.51</b>
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	supplemental math instructional materials		\$6,000.00
3	1	3	Strong Fathers Curriculum and Contracted Services		\$14,000.00
<b>Sub-Total</b>					<b>\$20,000.00</b>