Natalia Independent School District

Natalia Early Childhood Center

2025-2026 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 Early Childhood Center 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

Demographics

Summary

Natalia Early Childhood Center is an open enrollment public school that serves students in grades PK-3 through First grade with ages spanning from 3 years old (sometimes 2 years old prior to September 1st) through roughly 7 years of age. Beginning the 2025-2026 school year, Natalia ECC has an overall enrollment count of 274 students. Enrollment numbers have seen a steady increase over the past three years, inching closer to 300 students each year. Student gender breaks down to roughly 52% male students and 48% female students. Ethnicity groups represented are: American Indian-Alaskan Native - 1%, Asian - 1%, Black-African American - 4%, Native Hawaiian - .3%, White - 94.8% and Non-Hispanic - 11.4% Hispanic - 88.5%

Students served through a special program, are as follows: Special Education - 17**%**, Emergent Bilingual - 15.38**%**, 504 - 1**%**, Gifted/Talented - 1%. We currently have 11% of our student population considered transfer students, 18% of our student population is identified as "at-risk" given the 15 different "at-risk" indicator codes provided by TEA. The campus is a Title 1 school and all students are offered free breakfast and lunch.

Strengths

Natalia ECC strengths include a positive partnership with the Head Start Program which provides three and four year-old students the opportunity to attend school within the campus community. We offer (2) PK-3 Head Start classes with an 9:1 student to adult ratio. We offer (2) PK-4 Head Start classes with a 9:1 student to adult ratio. Additionally, the district offers (1) PK-3 class funded by the district that follows the 9:1 student to adult ratio and (1) district-funded PK-4 class that follows the 9:1 student to adult ratio. Additionally, we are fully staffed within the campus special education department to fully support student inclusion services and growth outcomes and provide a strong foundation within a ECSE setting. We started the 2025-26 school year fully staffed.

Problem Statements Identifying Demographics Needs

Problem Statement   **Root Cause**

1

⭐

Historically, the overall attendance rate of students in Pre-K is consistently below 95%.

For PK students who have never attended a formal daycare or educational-based setting, illnesses will affect them resulting in numerous absences. For parents who are unfamiliar with the structure and routine of school, regular attendance must be consistently emphasized and monitored.

⭐ **= Priority**

Student Achievement

Summary

Aligning to district's new Strategic Scorecard, the Early Childhood Center is committed to supporting all students academic growth through improved tier 1 instruction as evidenced by monthly walkthroughs conducted by campus leadership. Through the implementation of a systemic MTSS process that accounts for the whole child; academics, attendance and social/emotional well-being, all teachers are knowledgeable of students' needs and equipped to respond swiftly. ECC utilizes several academic screeners to measure students' grade-level readiness. These screening instruments are used 3 times per year; beginning-of-year, middle-of-year, and end-of-year, but also serve as a diagnostic measure for ongoing progress monitoring.

Teachers in all PK classes (HeadStart & District) use Teaching Strategies: GOLD assessments to measure foundational academic skills but more importantly track students' developmental milestones. In addition to these assessments, observational checklists, anecdotal notes and running records are maintained and reviewed every 9 weeks on every student to ensure specific areas of developmental need are addressed in a timely manner. These skills & milestones are aligned to the prekindergarten guidelines & learning standards.

Teachers in all Kindergarten and 1st grade classes use mClass to measure reading skills and IXL to measure math skills. These screeners are also utilized 3 times per year; BOY, MOY and EOY. Beginning of year screeners for reading indicate 69% of kindergarten students are below or well-below grade-level and 71% of first grade students are below or well-below grade-level. Beginning of year screeners for math indicate 63% of kindergarten students are below grade level as measured by IXL and 63% of first graders are below grade level. This school year will be the 3rd year of implementation for the Amplify reading curriculum and the 2nd year to fully implement the new math curriculum; Eureka Math. Both curriculum products are considered high-quality materials adopted by the State Board of Education.

Strengths

This school year, ECC will have their own Curriculum Coach to assist teachers and administration in grade-level conversations to advance high-yield instructional strategies. Bi-weekly professional learning communities are conducted, along with monthly MTSS meetings to disaggregate special populations and review student progress in the areas of math and reading.

Students in our pre-kindergarten classroom learn the importance of independence and begin taking responsibility for their own needs. They begin to learn how to develop healthy relationships with their peers and adults outside of their home life and become familiar with foundational social-emotional skills that help regulate their own emotions.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.
2 ★	Historically, the overall attendance rate of students in Pre-K is consistently below 95%.	For PK students who have never attended a formal daycare or educational-based setting, illnesses will affect them resulting in numerous absences. For parents who are unfamiliar with the structure and routine of school, regular attendance must be consistently emphasized and monitored.

★ **= Priority**

School Culture and Climate

Summary

According to the findings from last year's campus needs assessment, ECC's school culture and climate is positive and welcoming. Staff members describe a "family feel" when coming to work and report effective collegial relationships, mutual respect and a strong sense of belonging. Through informal student conversations, students describe our campus as: fun, happy, and they really like recess and our playground. Campus aesthetics have been upgraded to include new paint with bright colors, wall & floor decals that encourage movement while promoting academics along with a revamped foyer with a clear student focus. Our cafeteria has also recently been upgraded to include a unique, rural landscape scene with farm animals and personalized Mustang details. Brightly colored tables and trash cans add a small but powerful touch that this is where the fun happens. While our campus cafeteria is fully operational, it is too small to house all students at once but we do enjoy this space for grade-level lunches and monthly staff meetings.

Ongoing communication and collaboration is valued by campus administration. The principal utilizes weekly staff newsletters that keep all campus staff members up-to-date with the campus operations that include weekly attendance updates, safety components, instructional strategies, and family engagement opportunities provided through the service center.

Also noted in last year's campus needs assessment, staff members feel safe and supported while on campus and adhere to the district-adopted safety procedures from the Texas School Safety Center

The campus is also fully implementing our Character Strong curriculum that helps establish a common language for monthly character traits such as: respect, kindness, empathy, responsibility, perseverance, cooperation, courage and gratitude. We anchor these character traits into everything we do from our morning announcements, our dance party at ten and positive modeling through adult actions. These monthly character traits are shared with parents and families through our weekly newsletters which also provides everyone a weekly activity to be practiced at home that further develops each month's specific trait along with book suggestions that align with the monthly trait.

Strengths

There have been numerous updates to campus facilities that have directly impacted our school culture & climate. Staff lounge upgrades include: two new refrigerators, a new stove, dishwasher and new microwaves. The staff lounge has been revamped and de-cluttered to allow teachers a welcoming environment to meet during lunch or their conference times.

The entire campus has been newly painted with fun, bright colors. Vinyl decals have transformed our hallway floors by providing students an engaging space for movement. These sensory paths provide significant proprioceptive and vestibular sensory input to help decrease sensory seeking conduct and increase cognitive function. This directly assists with managing student behavior because most of what we do at this level involves the training and development of positive attention-seeking behaviors.

Our school culture and climate are strengthened through weekly in-class character lessons provided directly from our counselor. We also have multiple partnerships with external mental health organizations to provide the best mental health support for our students with an identified need.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	**Root Cause**
1	Kindergarten and First grade students still travel back and forth to the elementary campus for their specials rotations (PE, music, art and library).	The ECC campus does not have any extra space to house these rotations.

⭐ **= Priority**

Staff Quality, Recruitment, and Retention

Summary

All ECC teachers hold at minimum, a bachelor's degree, within the educational field. TEA's High-Quality Pre-K requirements for teacher qualifications state each prekindergarten teacher of record that serves eligible four-year-olds must be highly qualified and certified within their assigned content and/or grade level. This requirement is not obligatory for teachers serving eligible three-year-olds, however, 2 of the 3 teachers serving 3 year-olds are actively working to obtain their state certification in early childhood education, although each of the teachers have extensive knowledge in Head Start regulations and policies.

Our Pre-K 4 teams boasts a staggering 84 years collectively of teaching experience among the 3 educators with the only thing more impressive than that being all of those years have been here at Natalia ECC. All three teachers also hold their English as a Second Language certification and are able to provide content-based ESL instruction.

All kindergarten teachers are returning from last year. The team of 4 work closely together and have a built-in mentoring system where student/parent issues and concerns can be addressed quickly by a knowledgeable and seasoned team member.

The year, our first grade reduced from a 5 member team to a 4 member team. All 1st grade educators hold their English as a Second Language certification to provide content-based ESL services within their classrooms.

Regarding staff retention efforts, campus administration in collaboration with district leadership, will follow the developed procedures for recruitment of highly qualified teachers through our participation in surrounding job fairs.

Strengths

Over 65% of our teaching staff boast over 10 years of teaching experience, ensuring a deep well of expertise and continuity in early childhood educational practices that directly support and empower new teachers. This school year, two teaching positions were added; first grade and SPED inclusion. Aside from these added positions, the campus presents an 87% retention rate.

With the impressive 87 years of combined teaching experience held by the Pre-K 4 team, campus administration would be remiss if this wealth of knowledge wasn't shared, so in an effort to retain all prekindergarten teachers, the Pre-K 4 team will continue mentoring the Pre-K 3 team this school year. This mentorship occurs weekly and allows for timely and effective feedback for the newer team members serving our 3 year-olds. This mentorship includes frequent, ongoing conversations around Pre-K requirements and guidelines, student & parent concerns and really serves to support new teachers in a quick and efficient manner with our most seasoned educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	**Root Cause**
1 ★	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

★ **= Priority**

Curriculum, Instruction, and Assessment

Summary

Natalia ECC is committed to strengthening our tier 1 delivery of instruction utilizing high-quality instructional materials endorsed by the state board of education. Instructional scope and sequence pacing guides have been adjusted to accommodate our 4-day school week and provide flexibility for the first week of school to establish classroom and campus-wide routines and procedures.

Content Area	Tier 1	Tier 2	Tier 3	Assessments
ELAR	Frog Street (PK) Bluebonnet RLA (K-1)	Heggerty Phonics (PK-1) Amplify Boost (K-1)	Amplify Intervention (K-1)	GOLD (PK) mCLASS (K-1)
Math	Frog Street (PK) Bluebonnet Math (K-1)	IXL (K-1) Imagine Math Facts (K-1) Generation Genius (K-1)	IXL (K-1) Imagine Math Facts (K-1) Generation Genius (K-1)	GOLD (PK) NWEA (K-1)
Science	Frog Street (PK) McGraw-Hill (K-1)	N/A	N/A	Unit Assessments
Social Studies	Studies Weekly (K-1)	N/A	N/A	Unit Assessments

Strengths

All prekindergarten students receive instruction from Frog Street curriculum. Four of the six Pre-K teachers have implemented this curriculum with fidelity for the last three years and have also attended the Frog Street Splash 2024 Conference this past summer. The Frog Street curriculum includes all of the components necessary to ensure kindergarten readiness and is fully aligned to the domains within the Head Start Early Learning Outcomes Framework (ELOF). Of additional importance is the comfort level the Pre-K teachers have with delivering this curriculum within their classrooms. All Pre-K students' progress is monitored at the beginning of year, middle of year and end of year for the required domains: Health & Wellness, Language & Communication, Math, Emergent Literacy Reading, and Emergent Literacy Writing.

All students in kindergarten and first grade receive Tier 1 instruction in reading and math through the Bluebonnet curriculum . Students in kinder and 1st grade are assessed three times throughout the year using the mCLASS assessment (one of the Commissioner's approved instruments) and NWEA to adequately assess the acquisition of math skills. Intentional teacher planning focuses on ways to better deliver instruction in smaller groups and provide ample time to reteach concepts in a more timely manner. Through bi-weekly PLC meetings between grade-level teams and campus administration, students' reading and math skills are discussed and adjustments are made to bridge content gaps as quickly as possible. Both the reading and math curriculum components provide explicit guidance on grouping students based on deficit skills assisting the decision-making process. Teachers progress monitor the first week of every month and student groups are modified accordingly.

A notable strength with regard to our curriculum elements is that all teachers in every grade level have received sufficient training in the implementation of all district-adopted curriculum components.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Tier 3 intervention is provided by general education teachers and not an intervention teacher.	Adequate personnel is the root cause of teachers having to provide the most intensive academic support within their instructional day.
2 ★	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

★ **= Priority**

Family and Community Engagement

Summary

As stated in our campus Parent Involvement Policy - *Natalia ECC believes greater family involvement in children's learning is critical to achieving a high-quality education. We are committed to creating partnerships with parents and the community to give family members every opportunity to get involved.* We have worked diligently to establish a positive school-home partnership with parents and guardians. This initial partnership begins at the classroom level with teacher's communicating consistently through the Remind app. The vast majority of our parents have joined their child's teacher's Remind group and receive weekly updates on classroom information and/or topics specific to their child. The campus hosts multiple family engagement opportunities where parents and family members are invited into the classrooms; some events occur during the school day, such as grandparents day where grandparents are invited to complete a hands-on activity in the classroom and other events occur in the evening, such as our family math and literacy nights. In addition to the two district-designated communication days, teachers frequently reach out and encourage parents to come to school for parent/teacher conferences, as the needs arise. Our Pre-K Head Start teachers also conduct home visits and hosts parent committee meetings in the district's Head Start office.

Our online interaction has increased this school year with a new ECC Facebook page. In addition to this social media presence, parents/guardians receive weekly newsletters from the principal that detail weekly attendance percentages, upcoming parent training opportunities, and campus events.

ECC Parent Engagement Plan 2025-2026

September
9/4-Grandparents Day
9/18-Coffee w/Principal
9/22-Principal Forum
9/26-PT Conference
October
10/7-Parent Education: School Safety and the Role of Parents 9am-11am
10/8-Homecoming Parade
10/20-Fall Festival
10/24-ECC Tunnel Run
November
11/14-Resource Fair
11/19-Turkey Bingo
December
12/3-Parent Education:Mindfulness
TBD-Winter Showcase
January
TBD-Math Night
TBD-Seaworld Preschool card sign ups
TBD-Principal Forum
February
TBD-Literacy Night
2/6-PT Conference
TBD-Book Fair (week of PT conference)
2/18-Parent Education:Daily Routines at Home
March
TBD-Fruit Parade

TBD-Read Across America
TBD-Principal Chat
April
TBD-Easter Event
TBD-Seaworld Trip
May
5/5-Parent Education: Nurturing Child Health
TBD-KG Graduation
TBD-Splash Day

Strengths

The campus provides various family engagement events throughout the school year, both during and after the school day, where families are invited to participate in learning and engaging with other families. Some of these events include: Back-to-School/Meet the Teacher night, Grandparents' Day, Fall Festival, Math night, Literacy night, Holiday celebrations, class award ceremonies, Easter egg hunt, Head Start Parent Committee meetings, and field trips with families as chaperones.

Two-way communication is encouraged weekly through newsletters where features include polling and/or completing form surveys for campus improvement feedback.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	**Root Cause**
1 ★	Evening family engagement events are well attended, posing a facilities problem because ECC does not have a space large enough to accommodate large crowds.	Facilities continue to present a barrier for serving large family events at the ECC campus.

★ **= Priority**

School Organization

Summary

Instructional time is maximized by soliciting teacher input prior to constructing the campus's master schedule. Grade level team leads provide astute insight into how their instructional day flows best and the master schedule aligns to this knowledge. We understand the importance of clear and explicit routines and procedures, therefore, the first week of school is designated for that purpose only. Teachers are not required to jump into academic instruction during this first week but rather build positive classroom rapport through the explicit teaching of all classroom expectations. Also, built into the master schedule, is morning circle time where each teacher is provided the time to implement the Character Strong curriculum and conduct a pulse-check on all students before beginning the day. This time helps determine students in need of a counselor visit or just a little more TLC that day. The campus is committed to improving student academic achievement through the effective use of teacher conference times where teachers routinely meet to discuss student progress. Kinder and 1st grade MTSS meetings are scheduled monthly to discuss students' academic growth, behavioral needs as well as attendance concerns.

Strengths

Our campus safety drills are scheduled for the entire year and all staff members have access to this document as well as the Standard Response Protocol guidelines which detail specific actions contingent upon the scenario. Reminders of drills are communicated through the weekly newsletter and feedback from drills is provided, as indicated by the after action review. We utilize the Standard Response Protocol which provides standardized vocabulary so everyone understands the correct action, based on the specific event, and is able to respond accordingly. After-action reviews are conducted after each drill to determine if anything needs to be addressed.

To ensure accurate attendance is input daily, we have a sacred time at ten o'clock each morning where the entire campus has a dance party; At-TEN-dance! At this time each day, a song is played over the PA system and students are encouraged to get the wiggles out and dance while teachers take attendance. A google form is shared through the staff and parent newsletters for song requests to be played during this time.

Problem Statements Identifying School Organization Needs

	Problem Statement	**Root Cause**
1	Students at this level are learning to express and regulate their emotions, work collaboratively with peers and manage their emotions to attend to academic instruction.	Many external circumstances adversely affect children's mental health.

⭐ **= Priority**

Technology

Summary

All kinder and first grade students have access to Chromebooks issued to them within their classroom setting. Additionally, every classroom, including our alternative learning environment, are equipped with interactive panel boards as well as document cameras to assist teachers with modeling support through the gradual release approach. Pre-K 3 students have access to tablets within their classrooms as part of their center rotation and Pre-K 4 students have access to both tablets and Chromebooks (set up as a center rotation) to assist with basic developmental computer skills necessary to navigate Chromebooks in kindergarten.

All kindergarten and first grade Chromebooks are touch-screens to provide a developmentally appropriate accommodation for computer use.

Strengths

ECC has ample access to technology with the following items: (2) copy machines/printers with the scanning feature, an interactive board in the conference room, (9) Chromebooks carts in all kinder and 1st grade classrooms. All teachers have a Chromebooks and the SPED instructional aides also have a school-issued Chromebook to maintain student inclusion logs. (8) extra student Chromebooks are stored on campus to meet our growing enrollment numbers.

ECC utilizes the following online programs: Google Suite, Amplify, IXL, Zearn, Frog Street, Hatch learning, Eduphoria, Ascender (district-wide learning management system).

Problem Statements Identifying Technology Needs

	Problem Statement	**Root Cause**
1	Teachers are spending too much instructional time having to individually log students into their Chromebooks.	Students experience significant difficulties inputting their login credentials quickly & accurately every time they use their device.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Historically, the overall attendance rate of students in Pre-K is consistently below 95%.	For PK students who have never attended a formal daycare or educational-based setting, illnesses will affect them resulting in numerous absences. For parents who are unfamiliar with the structure and routine of school, regular attendance must be consistently emphasized and monitored.
2 ★	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.
3 ★	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.
4 ★	Evening family engagement events are well attended, posing a facilities problem because ECC does not have a space large enough to accommodate large crowds.	Facilities continue to present a barrier for serving large family events at the ECC campus.

★ **= Priority**

Goals

Goal 1 All students will grow and achieve academically.

Performance Objective 1 ☑ High Priority

Increase the percentage of K-1 students reading on grade level from 30% to 48% by the end of the school year.

Evaluation Data Source: mCLASS data

Strategy 1

Implement Bluebonnet RLA curriculum through the Strong Foundations Grant.

Strategy's Expected Result/Impact: Improve student reading performance and decrease the number of Tier 2 & Tier 3 students.

Staff Responsible for Monitoring: Campus administration, Kinder & 1st grade teachers, Curriculum & Instruction Department

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

Funding Sources: MCLASS and Amplify Programs EMAT, $10,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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

Strategy 2

Utilize Amplify MCLASS for Tier 2 instruction and Amplify Intervention for Tier 3 support.

Strategy's Expected Result/Impact: Improve student reading performance and decrease the number of Tier 2 & Tier 3 students.

Staff Responsible for Monitoring: Campus administration, Kinder & 1st grade teachers, Curriculum & Instruction Department

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

Funding Sources: Amplify MCLASS 199-SCE, $8,000

Formative Reviews

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

Strategy 3

Strengthen implementation of the MTSS process to ensure early identification and intervention for students in need of academic support.

Strategy's Expected Result/Impact: Improve student reading performance and decrease the number of Tier 2 & Tier 3 students.

Staff Responsible for Monitoring: Campus administration, Kinder & 1st grade teachers, Curriculum & Instruction Department

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

Formative Reviews

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

Strategy 4

Implement targeted reading tutoring during Friday School through a Whiz Kids volunteer program.

Strategy's Expected Result/Impact: Improve student reading performance and decrease the number of Tier 2 & Tier 3 students.

Staff Responsible for Monitoring: Campus administration

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

Formative Reviews

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

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

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

	Problem Statement	Root Cause
2	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

Performance Objective 2 ☑ High Priority

Increase the percentage of K-2 students performing on grade level in math from 37% to 75% by the end of the school year.

Evaluation Data Source: NWEA Map data

Strategy 1

Implement Bluebonnet Math curriculum through the Strong Foundations Grant.

Strategy's Expected Result/Impact: Improve student achievement and decrease the number of students scoring below grade level on the NWEA Map math assessment.

Staff Responsible for Monitoring: Campus administration, kinder and 1st grade teachers, and C&I Coach

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

Funding Sources: NWEA MAP Test EMAT, $5,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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

Strategy 2

Utilize IXL and Zearn for Tier 2 and Tier 3 instruction

Strategy's Expected Result/Impact: Improve student achievement and decrease the number of students scoring below grade level on the NWEA Map math assessment.

Staff Responsible for Monitoring: Campus administration, kinder and 1st grade teachers, and C&I Coach

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

Funding Sources: IXl and Zearn Software 199-SCE, $4,000

Formative Reviews

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

Strategy 3

Use NWEA MAP Growth data to monitor and support student progress at BOY, MOY, and EOY checkpoints.

Strategy's Expected Result/Impact: Improve student achievement and decrease the number of students scoring below grade level on the NWEA Map math assessment.

Staff Responsible for Monitoring: Campus administration, kinder and 1st grade teachers, and C&I Coach

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

Formative Reviews

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

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
2	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

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

By EOY, all student "meets expectations" on GOLD assessment

Evaluation Data Source: GOLD assessment data

Strategy 1

Recruit and retain instructional aides for all Pre-K classrooms.

Strategy's Expected Result/Impact: Maintain adequate student to adult ratio to improve student learning outcomes.

Staff Responsible for Monitoring: Campus administration and HR

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

Funding Sources: Personnel 205-Head Start,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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

Strategy 2

Partner with Region 20 PEEC to provide ongoing professional learning on early childhood developmentally appropriate practices.

Strategy's Expected Result/Impact: Improve learning outcomes for PK students

Staff Responsible for Monitoring: Administration

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

Formative Reviews

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

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

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

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

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

	Problem Statement	Root Cause
2	Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.	Lack of classroom ESL resources for English language learners.

Performance Objective 4 ☑ High Priority

Maintain a 96% campus-wide attendance rate, with targeted support for Pre-K students and early parent notification of daily attendance.

Evaluation Data Source: Daily attendance review provided by PEIMS clerk
Weekly Attendance Reports (Ascender)

Strategy 1

Take ADA attendance at 10:00 a.m. daily and incorporate an "At-TEN-dance" celebration with student-requested songs.

Strategy's Expected Result/Impact: Improve student attendance

Staff Responsible for Monitoring: Principal, PEIMS clerk & classroom teachers

Problem Statements: Demographics 1 - Student Achievement 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress	✅ Accomplished	
November	**February**	**June**

Strategy 2

Leverage special events to boost attendance by strategically scheduling them on historically low-attendance days.

Strategy's Expected Result/Impact: Improve student attendance

Staff Responsible for Monitoring: Principal, PEIMS clerk & classroom teachers

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

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

Strategy 3

Implement truancy interventions and early parent outreach to address attendance concerns.

Strategy's Expected Result/Impact: Improve student attendance

Staff Responsible for Monitoring: Principal, PEIMS clerk & classroom teachers

Problem Statements: Demographics 1 - Student Achievement 2

Formative Reviews

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

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Historically, the overall attendance rate of students in Pre-K is consistently below 95%.	For PK students who have never attended a formal daycare or educational-based setting, illnesses will affect them resulting in numerous absences. For parents who are unfamiliar with the structure and routine of school, regular attendance must be consistently emphasized and monitored.

Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Historically, the overall attendance rate of students in Pre-K is consistently below 95%.	For PK students who have never attended a formal daycare or educational-based setting, illnesses will affect them resulting in numerous absences. For parents who are unfamiliar with the structure and routine of school, regular attendance must be consistently emphasized and monitored.

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

Performance Objective 1   ✅ High Priority   ✅ HB3 Goal

Provide social-emotional learning programs and resources to support all students.

Evaluation Data Source: Counselor's schedule of in-class character lessons
Character Strong monthly character traits
Staff Training Certificates

Strategy 1

Counselor will deliver weekly in-class character lessons.

Strategy's Expected Result/Impact: Improve student self-esteem, self regulation and positive character habits.

Staff Responsible for Monitoring: Principal and Counselor

Problem Statements: Staff Quality, Recruitment, and Retention 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	June
Moderate Progress	Considerable Progress	

Strategy 2

Provide Youth Mental Health First Aid training for all campus staff.

Strategy's Expected Result/Impact: Improve staff ability to support student SEL needs

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

November	February	June
✅ Accomplished	✅ Accomplished	

Strategy 3

Train instructional aides on Adverse Childhood Experiences (ACEs) and trauma-informed care practices.

Strategy's Expected Result/Impact: Improve staff ability to support student SEL needs

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

✅ Accomplished	✅ Accomplished	
November	**February**	**June**

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

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Performance Objective 2 ☑ HB3 Goal

Ensure 100% compliance with all state school safety standards.

Evaluation Data Source: Safety Drill dates
After Action Review documentation

Strategy 1

Utilize the Texas School Safety Center Standard Response Protocol to establish a common language for safety drills.

Strategy's Expected Result/Impact: Maintain safe & effective emergency protocol

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress	Considerable Progress	
November	**February**	**June**

Strategy 2

Conduct monthly safety drills as required by state guidelines.

Strategy's Expected Result/Impact: Maintain safe & effective emergency protocol

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Considerable Progress	✓ Accomplished	
November	**February**	**June**

Strategy 3

Increase parent awareness of school safety procedures through targeted campus education events and consistent social media communication.

Strategy's Expected Result/Impact: Maintain safe & effective emergency protocol

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

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

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Evening family engagement events are well attended, posing a facilities problem because ECC does not have a space large enough to accommodate large crowds.	Facilities continue to present a barrier for serving large family events at the ECC campus.

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Recruit, hire, and retain faculty and staff to support academic and specialized programs.

Evaluation Data Source: Certificates
Agendas

Strategy 1

Recruit, hire, and retain faculty/staff to support the Head Start program.

Strategy's Expected Result/Impact: Fully staffed Headstart program with teachers and Instructional aides meet ratio requirements and prepare students for KG.

Staff Responsible for Monitoring: Administration, HR

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Staff 205-Head Start, $9,000, Staff 205-Head Start, $200,620

Formative Reviews

Considerable Progress	Considerable Progress	
November	**February**	**June**

Strategy 2

Recruit, hire, and retain instructional staff to support special programs.

Strategy's Expected Result/Impact: Increase in student achievement across special populations

Staff Responsible for Monitoring: Campus Administration, HR, Student Services

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Staff 211-Title I, $254,000, Staff 224 IDEA B, $46,000

Formative Reviews

Considerable Progress	Considerable Progress	
November	**February**	**June**

Strategy 3

Provide stipends and extra duty pay to support implementation of Bluebonnet RLA and Math.

Strategy's Expected Result/Impact: Increase staff ability to implement Bluebonnet curriculum

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Region 20 Product Advisors

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Personnel 211-K-5 SFI (RLA) Grant, $19,000, Personnel 211-K-5 SFI (Math) Grant, $19,000, Staff 255-Title II, $2,000

Formative Reviews

Considerable Progress	Considerable Progress	
November	**February**	**June**

Strategy 4

Enhance staff well-being and retention through monthly morale-building events that foster connection, recognition, and celebration.

Strategy's Expected Result/Impact: Staff retention and well being

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

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

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

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Performance Objective 2 ☑ **High Priority** ☑ **HB3 Goal**

Increase teacher capacity to provide high-quality instruction.

Strategy 1

Support Strong Foundations professional development and partner with Education Service Center, Region 20 for Bluebonnet RLA and Math training.

Strategy's Expected Result/Impact: Improve teacher ability to implement curriculum

Staff Responsible for Monitoring: Principal and C&I Coach

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Region 20 PD 211-K-5 SFI (Math) Grant, $55,000, Region 20 PD 211-K-5 SFI (RLA) Grant, $60,000, Vendor PD 255-Title II, $6,000

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 5: Effective Instruction

Formative Reviews

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

Strategy 2

Conduct a minimum of four T-TESS walkthroughs per teacher.

Strategy's Expected Result/Impact: Feedback from walk throughs improve teacher effectiveness.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Staff Quality, Recruitment, and Retention 1

Formative Reviews

Considerable Progress	✓ Accomplished	
November	**February**	**June**

Strategy 3

Campus Leadership will attend NWEA MAP and Texas Assessment Conference to support campus needs

Strategy's Expected Result/Impact: Campus Principal monitor grade level progress in growth and achievement. Campus Principal has current state testing implementation information.

Staff Responsible for Monitoring: C&I Director

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Conference fees 255-Title II, $1,200

Formative Reviews

✅ Accomplished	✅ Accomplished	
November	**February**	**June**

Performance Objective 2 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	Support and training for all PK-1st grade classrooms.	Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Performance Objective 1

Provide consistent and meaningful parent and family involvement opportunities throughout the year.

Evaluation Data Source: Flyers
Sign In Sheets

Strategy 1

Publish a yearly calendar of family engagement events to promote transparency and early planning.

Strategy's Expected Result/Impact: Increased attendance at family engagement events

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

✅ Accomplished	✅ Accomplished	
November	**February**	**June**

Strategy 2

Implement multiple family engagement opportunities each month to increase participation and strengthen home-school partnerships

Strategy's Expected Result/Impact: Increased attendance at family engagement events

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Family and Community Engagement 1

Formative Reviews

Considerable Progress	✅ Accomplished	
November	**February**	**June**

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Evening family engagement events are well attended, posing a facilities problem because ECC does not have a space large enough to accommodate large crowds.	Facilities continue to present a barrier for serving large family events at the ECC campus.

Performance Objective 2

Increase communication between the campus and families.

Evaluation Data Source: Remind chats
Newsletters
Ascender Parent Connection Report
Finalsite

Strategy 1

Share weekly principal newsletters to keep families informed and engaged.

Strategy's Expected Result/Impact: Families are informed about school events and current information.

Problem Statements: Family and Community Engagement 1

Formative Reviews

Considerable Progress	✅ Accomplished	
November	**February**	**June**

Strategy 2

Consistent teacher contact via the Remind app and grade level newsletters monthly

Strategy's Expected Result/Impact: Families are engaged at the classroom level and communicate with teachers directly.

Staff Responsible for Monitoring: Campus Administration, Classroom teacher

Problem Statements: Family and Community Engagement 1

Formative Reviews

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

Strategy 3

Outreach to connect all families to the Ascender Parent Portal

Strategy's Expected Result/Impact: Families are connected through formal school channels for grades and attendance.

Staff Responsible for Monitoring: Counselor, Registrar

Problem Statements: Family and Community Engagement 1

Formative Reviews

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

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Evening family engagement events are well attended, posing a facilities problem because ECC does not have a space large enough to accommodate large crowds.	Facilities continue to present a barrier for serving large family events at the ECC campus.