

Natalia Independent School District
Natalia Early Childhood Center
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

Natalia ECC serves students grades PK3 through 1st grade. Beginning in 2022-2023, Natalia ECC has shown an increase in enrollment overall. We increased from 251 students in 2021-2022 to 258 students in 2022-2023, or 12.7%. Male are 44% and female students are 56% of the population. Ethnicity groups represented are Hispanic, 76%, White, 23%, Two or more races, 0.7%, and African American, 0.3%. The number of English learners is 17, or 6.5%. Students served by special education are 45, or 17%. Students at ECC are not yet identified as GT or Migrant. In the At-risk category, there are 58 students, or 22%, and students identified as economically disadvantaged are 185 or 72%.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate of students in PK and 1st grade are at or over 94%, however, attendance in Kindergarten is less than 93%. **Root Cause:** Due to not all student being eligible for Pre-K, Kindergarten students lack the structure and routine of attending school regularly.

Student Achievement

Student Achievement Summary

At Natalia ECC, the utilization of academic screening assessments are used diagnostic measures as well as for progress monitoring. Teachers in Headstart/PK classrooms, use Teaching Strategies GOLD assessments to measure students' academic skills as well as accounting for students' reaching milestones in early childhood. These skills are aligned to early learning standards. Students' academic progress in Kindergarten and First grade are measured at beginning of year, middle of year, and end of year through screeners (mClass and Imagine Math) in both reading and math. In addition, students' reading levels are determined through DRA2, or Developmental Reading Assessment. Using these data, teachers are able to determine students in guided reading groups as well as collaborate with intervention teachers to intervene through tier 2 or tier 3 instruction. Teachers use reading notebooks to maintain word work and vocabulary.

Student Achievement Strengths

Student achievement data is disaggregated for RTI, ESL, GT, Special Education, and Economically Disadvantaged students. We have implemented standards based grading in grades Kindergarten, 1st, and 2nd, which allows all stakeholders to have a common understanding of the TEKS and the mastery level for each child. An increased number of students are reading on grade level as measured by DRA. By the use of data boards, PLC committees are able to rank students' performance, review longitudinal performance over time, and monitor program effectiveness in reading and math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We have not fully implemented our higher rigor and vertically aligned Tier One instruction which led to poor performance on state assessments. **Root Cause:** We have begun the process of evaluating the systematic method for aligning curriculum resources, instructional methodology, and assessments.

Problem Statement 2: Kindergarten student achievement is under performing, therefore, a need exists to reduce the student to staff ratio. **Root Cause:** Lack of structure and routine in the developmental years to include a variety of learning gaps, experiences, and abilities.

School Culture and Climate

School Culture and Climate Summary

Through a spirit of collegiality and collaboration, teachers and staff are welcoming to new staff and students. There is a need for further development of professional learning communities. Staff is willing to encourage and celebrate the successes of colleagues. The campus is at the point of creating a culture of literacy embedded in instructional and community engagement activities.

School Culture and Climate Strengths

There have been several improvements to facilities, and measures for increasing safety have improved. Changes in office procedures integrated into one located at ECC have provided opportunities for collaboration across grade levels. Through committees such as hospitality, PBIS, and attendance, staff members have opportunities to collaborate with each other. Through grade level meetings, staff brainstorms to help colleagues with problems in their classrooms and celebrate their colleagues successes. A staff handbook has been created to outline roles for all staff as well as other campus expectations.

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All 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. Twelve of the fourteen teachers returned for the 2021-2022 school year. 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 System 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 ECC has implemented guided reading program in grades Kindergarten through 1st grade with small group instruction being implemented. Data coaching sessions are facilitated by campus administrators, and professional learning has been infused for guided reading and administering the Developmental Reading Assessment, DRA2. There was adoption of vertically aligned English Language Arts resource-SAVVAS.

Curriculum, Instruction, and Assessment Strengths

With full implementation of the TEKS Resource System as the scope and sequence to vertically align the instruction, improvement decisions are made based on data gathered from Eduphoria Aware, DRA2, benchmarks, Imagine Math, and Amplify mClass screeners. Staff are continuing to utilize collaborative lesson planning. Prekindergarten classes have administered GOLD assessments and monitor student growth in pre-literacy and pre-numeracy skills and are utilizing Frog Street Curriculum. Intervention teachers see students in Kindergarten and 1st grade for tier 3 reading and math support.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

There have been positive partnerships formed with parents and community members through various events, numerous parent conferences, and online interactions with working parents. The use of 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

The ECC campus provides various parental activities throughout the school year. Communication with parents via Remind, Twitter, Facebook, and monthly parent video newsletter. ECC maintains a positive and supportive relationship with the City of Natalia and the Natalia PD. Campus administration and staff promotes reading 20 minutes each day by providing a 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 are 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 areas 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 3 students are receiving focused support in math and in reading. Amplify mClass screeners and DRA2 have given us a diagnostic information on each student as a reader in grades K-1. Imagine Math programs have given an individual skill sets for every student.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Tier 1 Instruction has not been rigorous enough nor has it been properly aligned to ensure students are not left with gaps in instruction. **Root Cause:** 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 Elementary campus 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. NECC Kindergarten has STEM Makerspace, Robotics resources available - Need ipads to function.

Technology Strengths

NES has the following technology: printers, copy machines, Interactive boards in majority of classrooms, scanners, Chrome book cart K-5 , staff Chromebooks, ipads for GT students. NES utilizes the following software programs: Eduphoria, STEM scopes, TCMPC, Google, Imagine Math, Amplify Reading, Epic, BrainPop, Generation Genius, STEAM component in PK. NECC has a computer lab available.

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

Root Cause 1: We had a lack of curriculum resources that were vertically aligned.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 2: Attendance rate of students in PK and 1st grade are at or over 94%, however, attendance in Kindergarten is less than 93%.

Root Cause 2: Due to not all student being eligible for Pre-K, Kindergarten students lack the structure and routine of attending school regularly.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

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

Support Systems and Other Data

- Organizational structure data

Goals

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





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

Evaluation Data Sources: ELAR will utilize the Developmental Reading Assessment 2 for Beginning of the Year (formative), Middle of the Year (formative) and End of the Year (summative) assessments to determine the progress of each student.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement instructional action planning process that allows for data analysis and instructional delivery.</p> <p>Strategy's Expected Result/Impact: Through instructional planning using Lead4ward Field Guide supplemental resources, teachers will develop plans for units of instruction that include purposeful, aligned methodologies taking into account misconceptions and vocabulary instruction.</p> <p>Staff Responsible for Monitoring: District Curriculum Dept. Principal Counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Lead4ward supplemental resource - 199-SCE - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Train and support teachers an instructional curriculum and resources instructional delivery.</p> <p>Strategy's Expected Result/Impact: Through focused professional learning, teachers will gain a familiarity and proficiency with using Lead4ward field guides for their instructional planning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Curriculum and Instruction Staff Principal Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide instructional coaching for all teachers through PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will receive guidance and support for action planning through PLC meetings.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement walk-throughs and feedback process for all teachers by campus administration.</p> <p>Strategy's Expected Result/Impact: Evidence of fidelity to rigorous instruction using data from walkthroughs as well as determination of teachers who need additional instructional coaching.</p> <p>Staff Responsible for Monitoring: Campus administrators Curriculum and Instruction staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide resources and training to support educators in servicing special populations.</p> <p>Strategy's Expected Result/Impact: Students whose primary language is Spanish will have their literacy skills assessed as well as have access to skills practice resources in Spanish.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Intervention teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: mClass Lectura - 199-SCE - \$116.50, Lexia Core 5 - 199-SCE - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase supplemental curriculum and resources to support instruction</p> <p>Strategy's Expected Result/Impact: Skills practice provided to students that is engaging and will result in students' improvement towards proficiency.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers</p> <p>Funding Sources: Brain Pop - 211-Title I - \$4,134.74</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





Evaluation Data Sources: Amplify mClass Reading fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: Support teachers with the science of reading in grade levels K-5</p> <p>Strategy's Expected Result/Impact: The percentage of kindergarten and first students at or above grade level on reading fluency as measured by mClass will increase to 25%</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Texas Reading Academy - 211-Title I - \$20,800, IXL software - Reading - 211-Title I - \$1,445</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and utilize instructional programs and resources for reading/literacy instruction</p> <p>Strategy's Expected Result/Impact: Evidence of all literacy components included in lesson plans as well as during instruction.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Heggerty Phonics - 211-Title I - \$2,799, mClass Intervention Kits - 211-Title I - \$2,887.50</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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: Improve student achievement and performance through the use of high-quality instructional materials aligned to best instructional practices and assessments.





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

Evaluation Data Sources: The percentage of kindergarten to first grade at or above the grade level on number operations and algebraic reasoning as measured by District assessment will increase to 20%

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities to K and First grade Math teachers for improvement in instructional practices.</p> <p>Strategy's Expected Result/Impact: Through strategic and personalized instructional coaching, teachers will receive guidance in planning and instructional practices to be implemented during lesson delivery.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase and utilize instructional programs and resources for math instruction</p> <p>Strategy's Expected Result/Impact: Students will have an opportunity to practice skills in math and demonstrate progress towards proficiency in numeracy.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>Funding Sources: IXL software - math - 211-Title I - \$1,445</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with opportunities to improve health and wellness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue partnership with UIW mobile clinic.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Services staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





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

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

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

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





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

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

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





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

Evaluation Data Sources: Sign in sheets to community events

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase communication to parents in both English and Spanish in order to improve parent involvement in all student groups.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity to communicate effectively with all student groups. Increase attendance at campus events such as parent conferences and family events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Community Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In partnership with Natalia ISD Libraries, Natalia ECC will provide activities such as Literacy Night, Math Night, 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>Strategy's Expected Result/Impact: Increase culture of literacy and numeracy among all students grades PK, Kindergarten, and 1st grade</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Library Aide</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize a Fall Festival to include community members/organizations' participation in celebrating our community with a focus on our students.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 2: Increase communication with parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Remind communication platform to communicate with parents and students on campus.</p> <p>Funding Sources: Remind - 199-Local - \$1,166.57</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement process to increase parent contact with specific, planned days and times to hold parent/teacher conferences both face to face and by phone.</p> <p>Strategy's Expected Result/Impact: Increased involvement and communication with parents resulting an increased amount of understanding of schooling.</p> <p>Staff Responsible for Monitoring: Classroom teachers Campus administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: Natalia ISD campuses will increase community and parent involvement and will develop and promote positive relationships through communication, involvement, and partnerships with the parents and the community.





Performance Objective 3: Increase community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Maintain church community meetings to align support services for our community.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Align support for respective communities through the tri-city/district group.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Eduphoria log of professional development activities provided

Strategy 1 Details	Reviews			
Strategy 1: Provide campus principals growth through N2 Learning Principal's Academy Strategy's Expected Result/Impact: Favorable results as measured by climate surveys. Staff Responsible for Monitoring: Camus principal Funding Sources: N2Learning Principal's Institute - 211-Title I - \$4,265.80	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish bi-monthly meetings with campus principals to promote leadership growth. Strategy's Expected Result/Impact: Cohesive dissemination of information from district leadership to campus-level leaders. Staff Responsible for Monitoring: Campus principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide training opportunities to district and testing coordinators.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Garza	Interventionist	NECC	
Patricia Guevara	Instructional Aide	NECC	
Ruth Hester	Pre K Aide	NECC	

Campus Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4ward supplemental resource		\$150.00
1	1	5	mClass Lectura		\$116.50
1	1	5	Lexia Core 5		\$200.00
Sub-Total					\$466.50
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Brain Pop		\$4,134.74
1	2	1	Texas Reading Academy		\$20,800.00
1	2	1	IXL software - Reading		\$1,445.00
1	2	2	Heggerty Phonics		\$2,799.00
1	2	2	mClass Intervention Kits		\$2,887.50
1	3	2	IXL software - math		\$1,445.00
4	1	1	N2Learning Principal's Institute		\$4,265.80
Sub-Total					\$37,777.04
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Remind		\$1,166.57
Sub-Total					\$1,166.57
289-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	CPI training materials		\$720.00
2	2	5	Panorama software		\$1,500.00
2	2	6	Vector Solutions software		\$1,500.00
Sub-Total					\$3,720.00