

Natalia Independent School District
Natalia Early Childhood Center
2021-2022 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 2021-2022, Natalia ECC has shown an increase in enrollment overall. We increased from 219 students in 2020-2021 to 251 students in 2021-2022, or 12.7%. Male and female students are 50% of the population each. Ethnicity groups represented are Hispanic, 83%, White, 16%, Two or more races, 1.6%, and African American, .4%. The number of English learners is 26, or 10%. Students served by special education are 29, or 12%. Students at ECC are not yet identified as GT or Migrant. In the At-risk category, there are 27 students, or 11%, and students identified as economically disadvantaged are 181 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: Attendance rate of students in PK and 1st grade are at or over 97%, however, attendance in Kindergarten is less than 96%. **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 (Prioritized): 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: We have not fully implemented our higher rigor and vertically aligned Tier One instruction which led to poor performance on state assessments.

Root Cause 1: We have begun the process of evaluating the systematic method for aligning curriculum resources, instructional methodology, and assessments.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 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 2: We had a lack of curriculum resources that were vertically aligned.

Problem Statement 2 Areas: School Context and Organization

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

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: The percentage of Natalia ISD students at or above grade level in reading fluency and comprehension will increase from 27% to 50% by August 2024.

Performance Objective 1: Based on the 2021 Developmental Reading Assessment, the percentage of students in grades K-2 who are at or above grade level in reading fluency, and comprehension will increase from 40% to 70% by May 2022.

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: All Core subject teachers, including teachers in PK4, will have a common planning period, in order to study student data, develop unit calendars and lesson plans.</p> <p>Strategy's Expected Result/Impact: Increased rigor and continued district recommended pacing in classroom instruction. Evidence of progress monitoring will be maintained on data boards to measure and review BOY, MOY, and EOY assessments.</p> <p>Staff Responsible for Monitoring: District Curriculum Dept. Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The ELAR teacher will utilize small ability based groups to teach specific ELAR skills needed in order to progress a child to the next ability level.</p> <p>Strategy's Expected Result/Impact: The focus on skills will help students achieve instructional success specific to what they need.</p> <p>Staff Responsible for Monitoring: ELAR Teacher Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: All Kindergarten and First Grade teachers will engage in the Texas Reading Academy professional learning.</p> <p>Strategy's Expected Result/Impact: Utilize research based methodologies from the Science of Teaching Reading and build quality lessons in both whole group and small group instruction.</p> <p>Staff Responsible for Monitoring: Kindergarten teachers First grade teachers Campus administrators Curriculum and Instruction staff</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Fees for professional learning - 211-Title I - \$27,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The percentage of Natalia ISD students proficient in numeracy and algebraic reasoning as measured by Imagine Math will increase from 27% to 50% by August 2024.

Performance Objective 1: Students in grades K-2 will have a concrete understanding of mathematical foundation skills such as number concepts, relationships and operations.

Evaluation Data Sources: Mathematics will utilize the Imagine Math 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>Strategy 1: 1) The Math teacher will identify students that require intervention and use time in the master schedule for small group instruction and math centers for planned hands on activities.</p> <p>Strategy's Expected Result/Impact: The small group strategy will allow for a lower teacher -to-student ratio, providing personalized teaching sessions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: supplemental hands on mathematics resources - 211-Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increased rigor and continued district recommended pacing in classroom instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Teachers Curriculum & Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Context and Organization 1</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>				

Performance Objective 1 Problem Statements:





School Context and Organization

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.

Goal 3: Natalia ECC will create and foster an environment where all stakeholders are engaged in the empowering and challenging work of Natalia ISD

Performance Objective 1: All Natalia ECC staff, parents, and community members will be provided the opportunity to participate as stakeholders in campus activities to promote student growth and achievement.

Evaluation Data Sources: Parent, student, and staff feedback

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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Natalia Early Childhood campus hosts grades PK3, PK4, Kindergarten and first grade. PK classes are working on socialization, learning life skills of socialization as well as health and wellness. Students in literacy will focus on learning and being able to identify letter names and sounds. In mathematics they focus on students understanding one to one correspondence and learning numerals 1-10. Our students in kindergarten and first grade focus more heavily on the academic needs of literacy and numeracy. In literacy we have a goal of having 80% of students reading on grade level by the conclusion of the year with an additional 10% reading above grade level. In numeracy we are striving for concrete understanding of numeracy and how numbers interact with each other.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Along with setting our academic goals we plan to monitor and achieve these goals by meeting weekly as a grade level in PLC's. We will monitor student progress, review growth and any lack of growth, plan for intervention, and continue to learn together and grow as professionals.

All staff will keep updated data on every child they serve through DRA tracking and a digital data board to reflect math screeners.

2.2: Regular monitoring and revision

The site based decision making committee meets the third Thursday of each month to monitor many components of our campus. Some examples of what is monitored is academic data including the number of students in intervention and any who may need intervention, attendance data, discipline data, and school culture/climate. This committee includes representatives from every grade level, the elective team, the special education team, both administrators, and both campus secretaries.

2.3: Available to parents and community in an understandable format and language

Monthly school board meetings utilize the Lonestar Governance framework which review the goals of our district. This puts in front of our parents the academic goals and the progress being made towards those goals. We also host AVID family events so parents can be informed of what is happening academically on campus. Parents who are not able to come to campus also have access to teacher web pages where there is a link to all lesson plans being taught every week in every class.

2.4: Opportunities for all children to meet State standards

Teachers have built in time for small group instruction and reteaching for any students who do not master the standards being taught. Any student who is consistently not mastering the academic material and needs additional assistance outside of the classroom is pulled for further intervention with our campus interventionist.

2.6: Address needs of all students, particularly at-risk

Teachers have built in time for small group instruction and reteaching for any students who do not master the standards being taught. Any student who is consistently not mastering

the academic material and needs additional assistance outside of the classroom is pulled for further intervention with our campus interventionist.

All at-risk students are also coded in our student information system by the counselor and monitored for any mental health needs by the counselor.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent community liaison meets with a committee of parents and staff members to yearly update our parent and family engagement policy. All stakeholders are included in this planning. There is an opportunity to be shared at our family events, and copies are also sent home to families.

3.2: Offer flexible number of parent involvement meetings

We host a variety of events for parent involvement- some parents come and read with their students during breakfast, we have AVID home/school meetings to showcase what is happening with our AVID program, we host a Fall festival along with the other campuses in our district, host a book fair in conjunction with at least one parent night time event. This allows our families to have a variety of opportunities both academic and non-academic in which to participate. Many of these events have had to be postponed or cancelled this school year due to the Covid pandemic.

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

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Fees for professional learning		\$27,000.00
2	1	1	supplemental hands on mathematics resources		\$6,000.00
Sub-Total					\$33,000.00
Grand Total					\$33,000.00

Addendums