Natalia Independent School District

Natalia Early Childhood Center

2024-2025 Campus Improvement Plan

Mission Statement

Our mission is to build a partnership with parents and community to empower each child to achieve his or her fullest potential to become a lifelong learner and responsible citizen. We are committed to establishing high expectations and to promoting positive attitudes to achieve equity and excellence in a safe and nurturing environment. Natalia Elementary faculty and staff will maintain a cooperative partnership with parents characterized by trust and open communication. A combined effort is necessary to build a mutually beneficial relationship; one that includes respect and pride.

Vision

The BLUE Way: Challenging and empowering students for global success.

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Comprehensive Needs Assessment

Demographics

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 2024-2025 school year, Natalia ECC has an overall enrollment count of 280 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 53% male students and 47% female students. Ethnicity groups represented are: Hispanic - 88%, White 12%, and African American - 0.34%.

Students served through a special program, are as follows: Special Education - 23%, Emergent Bilingual - 18%, 504 - 0.69%, Gifted/Talented - 0%. We currently have 13% of our student population considered transfer students, 23% of our student population is identified as "at-risk" given the 14 different "at-risk" indicator codes provided by TEA and our migrant and homeless population is less than five students. The campus is a Title 1 school and all students are offered free breakfast and lunch.

Demographics 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 8:1 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 8:1 student to adult ratio and (1) district-funded PK-4 class that follows the 9:1 student to adult ratio. This school year, we added a fifth 1st grade teacher to alleviate larger class sizes within the 1st grade cohort. We also added 2 additional special education positions to fully support student inclusion services and growth outcomes. We started the 2024-25 school year fully staffed.

Problem Statements Identifying Demographics Needs

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

Student Achievement

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. 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 58% of kindergarten students are below or well-below grade-level and 80% of first grade students are below or well-below grade-level. Beginning of year screeners for math indicate only 7% of kindergarten students are below grade level as measured by IXL and 21% of first graders are below grade level. This school year will be the 2nd year of implementation for the Amplify reading curriculum and the 1st 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.

Student Achievement Strengths

Administrative support and monthly instructional look-fors will assist 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. Since August 2024, students are already demonstrating improvements in letter/sound recognition, print awareness and basic writing skills. Students in kindergarten and 1st grade have demonstrated an increase in math skills from last year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Implementing with fidelity Amplify as the primary reading curriculum.   **Root Cause:** While teachers have received training in the Amplify components, they are still familiarizing themselves with the scope & sequence of the knowledge & skills elements as outlined.

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

Problem Statement 3: At the beginning of the 2024-2025 school year, there are not any identified students in gifted and talented.   **Root Cause:** Proper training in the identification and nature & needs of gifted learners.

School Culture and Climate

School Culture and Climate Summary

According to the findings from this 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 was also recently 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 the administration and staff. 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 this 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 of 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 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.

School Culture and Climate 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. Our campus master schedule also provides the first 10 minutes of instructional time to class circle time to assist with teachers establishing a positive and productive classroom environment among their students. New this school year, we will be implementing the tier 2 component provided through our Character Strong curriculum that utilizes a behavioral screener and provides explicit counseling support for small groups. 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 1: Kindergarten and First grade students still travel back and forth to the elementary campus for their specials rotations (PE, music, art and library). **Root Cause:** The ECC campus does not have any extra space to house these rotations.

Staff Quality, Recruitment, and Retention

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.

Half of our kindergarten team are new to Natalia ECC this year but collectively this team holds 49 years of teaching experience among them. 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 team added a new teacher to accommodate the large 1st grade cohort of exactly 100 students. Collectively, the first grade team boasts 64 years of teaching experience among the five educators with 27 of those years serving Natalia ECC students. All teachers are highly certified and 4 of the 5 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.

Staff Quality, Recruitment, and Retention 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 80% retention rate among teaching staff from the previous school year.

With the impressive 84 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 has started mentoring the Pre-K 3 team this 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 1 (Prioritized): Support and training for all PK-1st grade classrooms.   **Root Cause:** Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Curriculum, Instruction, and Assessment

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) Amplify Core (K-1)	Heggerty Phonics (PK-1) Amplify Boost (K-1)	Amplify Intervention (K-1)	GOLD (PK) mCLASS (K-1)
Math	Frog Street (PK) Eureka Math (K-1) IXL (K-1)	IXL (K-1) Imagine Math Facts (K-1) Generation Genius (K-1) Zearn (K-1)	IXL (K-1) Imagine Math Facts (K-1) Generation Genius (K-1)	GOLD (PK) IXL (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

Curriculum, Instruction, and Assessment Strengths

All prekindergarten students receive instruction from Frog Street curriculum. Four of the six Pre-K teachers have implemented this curriculum with fidgetily 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 instruction for reading from the Amplify curriculum and Eureka math is our primary tier 1 math 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 IXL 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 1: Tier 3 intervention is provided by general education teachers and not an intervention teacher. **Root Cause:** Adequate personnel is the root cause of teachers having to provide the most intensive academic support within their instructional day.

Parent and Community Engagement

Parent 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, campus dress-up days and access to student learning platforms such as IXL & Amplify.

Parent and Community Engagement 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 Parent and Community Engagement Needs

Problem Statement 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. **Root Cause:** Facilities continue to present a barrier for serving large family events at the ECC campus.

School Context and Organization

School Context and 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.

School Context and Organization 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 Context and Organization Needs

Problem Statement 1 (Prioritized): 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.   **Root Cause:** Many external circumstances adversely affect children's mental health.

Technology

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.

Technology 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, Eureka Math, Zearn, Frog Street, Hatch learning, Eduphoria, Ascender (district-wide learning management system),

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Problem Statement 1: Support and training for all PK-1st grade classrooms.

Root Cause 1: Maintain adequate student to staff ratio numbers. Lack of professional development and training.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Implementing with fidelity Amplify as the primary reading curriculum.

Root Cause 2: While teachers have received training in the Amplify components, they are still familiarizing themselves with the scope & sequence of the knowledge & skills elements as outlined.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our emergent bilingual population of students will benefit from increased academic support to assist with academic language acquisition while also acquiring conversational skills.

Root Cause 3: Lack of classroom ESL resources for English language learners.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 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.

Root Cause 4: Many external circumstances adversely affect children's mental health.

Problem Statement 4 Areas: School Context and Organization

Goals

Goal 1: All students will grow and achieve academically.

Performance Objective 1: The percentage of K-1 Reading "on grade level" will increase from 40% to 70%.

    High Priority

    Evaluation Data Sources: mCLASS data

Strategy 1 Details			Formative Reviews		
Strategy 1: Utilize Amplify with fidelity to increase student achievement.			**Formative**		
Strategy's Expected Result/Impact: Improve student reading performance and decrease the number of Tier 2 & Tier 3 students.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus administration, Kinder & 1st grade teachers, Curriculum & Instruction Department **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1 **Funding Sources:** - 410-IMA Funds			N/A		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Implementing with fidelity Amplify as the primary reading curriculum.   **Root Cause**: While teachers have received training in the Amplify components, they are still familiarizing themselves with the scope & sequence of the knowledge & skills elements as outlined.

Goal 1: All students will grow and achieve academically.

Performance Objective 2: The percentage of K-2 Math " on grade level" performance will increase from 77% to 100%.

    High Priority

    Evaluation Data Sources: IXL diagnostic data

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Eureka math, along with the supplemental math supports: IXL and Zearn, with validity to increase student's mathematical knowledge.	**Formative**		

Strategy's Expected Result/Impact: Improve student achievement and decrease the number of students scoring below grade level on the IXL diagnostic assessment.
    Staff Responsible for Monitoring: Campus administration, kinder and 1st grade teachers, and Curriculum & Instruction Department
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
    Funding Sources: - 410-IMA Funds
	Nov	**Feb**	**June**

	N/A		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: All students will grow and achieve academically.

Performance Objective 3: By EOY, all student "meets expectations" on GOLD assessment

    High Priority

    HB3 Goal

    Evaluation Data Sources: GOLD assessment data

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and retain instructional aides for all Pre-K classrooms.	**Formative**		
Strategy's Expected Result/Impact: Maintain adequate student to adult ratio to improve student learning outcomes.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus administration and HR **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - 211-Title I - $115,000	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: Develop good character habits through the implementation of our Character Strong curriculum.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly staff & parent newsletters
Counselor's schedule of in-class character lessons
Character Strong monthly character traits

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly in-class character lessons provided by the counselor.	**Formative**		
Strategy's Expected Result/Impact: Improve student self-esteem and character habits.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and Counselor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 1	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 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.   **Root Cause**: Many external circumstances adversely affect children's mental health.

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

Performance Objective 2: Utilize Tier II Character Strong curriculum to determine appropriate SEL support for small groups to meet with the counselor.

High Priority

HB3 Goal

Evaluation Data Sources: Tier II Behavioral Screener (Character Strong)
Counselor's small group attendance roster

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Tier II Behavioral Screener to develop small groups that aim to teach students effective social skills; coping powers to manage big feelings, worry and tools to stop and think.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase positive decision making and effective peer-to-peer relationships. **Staff Responsible for Monitoring:** Principal and Counselor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Context and Organization 1	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 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.   **Root Cause**: Many external circumstances adversely affect children's mental health.

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

Performance Objective 3: Utilize the Standard Response Protocol to develop a common language for safety drills.

High Priority

HB3 Goal

Evaluation Data Sources: Safety Drill dates
After Action Review documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct monthly safety drills as outlined by the Texas School Safety Center.	**Formative**		
Strategy's Expected Result/Impact: Maintain safe & effective emergency procedures	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Teachers are encouraged to attend training and/or workshops specific to student special population data (EB, SPED, GT) and/or their pedagogical needs.

High Priority

HB3 Goal

Evaluation Data Sources: Training certificates
Training materials that can be shared with staff

Strategy 1 Details	Formative Reviews		
Strategy 1: Empower teachers to attain and apply innovative teaching ideas that improve their knowledge and skillset.	**Formative**		
Strategy's Expected Result/Impact: Build teacher leaders Improve student overall development and academic achievement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2	N/A		
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: Utilize walkthrough forms to improve teaching strategies and instruction by providing timely & effective feedback; conferencing with teachers, as necessary.

High Priority

HB3 Goal

Evaluation Data Sources: Eduphoria walkthrough data

Strategy 1 Details			Formative Reviews		
Strategy 1: Monthly instructional look-fors will guide conversations around effective teaching strategies to improve student outcomes.			**Formative**		
Strategy's Expected Result/Impact: Improve teacher efficacy			**Nov**	**Feb**	**June**
Increase student scores			N/A		
Staff Responsible for Monitoring: Principal					
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					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Teachers are required to attend curriculum-based professional development for newly adopted reading and math curriculum that is relevant, effective and ongoing.

High Priority

Evaluation Data Sources: Professional development agendas
Teacher sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: New teachers are attending monthly training from TEA's Reading Academy provided at Region 20.	**Formative**		
Strategy's Expected Result/Impact: Increase the implementation of evidence-based reading strategies to improve students' reading skills	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and C&I Dept. **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 4: Increase open communication and family engagement opportunities.

Performance Objective 1: Frequent and intentional communication with parents and families to promote continuous engagement & involvement in their child's learning experience.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Weekly campus newsletters
Teacher Remind groups

Strategy 1 Details	Formative Reviews		
Strategy 1: Weekly principal newsletters and consistent teacher contact via the Remind app.	**Formative**		
Strategy's Expected Result/Impact: Encourage open, ongoing school-home communication.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal and classroom teachers **ESF Levers:** Lever 3: Positive School Culture	N/A		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: Increase open communication and family engagement opportunities.

Performance Objective 2: Schedule and host family engagement events where parents are welcomed to the school to learn about strategies that support their child's learning.

High Priority

HB3 Goal

Evaluation Data Sources: Event flyers
Event sign-in sheets

Campus Funding Summary

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$115,000.00
				Sub-Total	$115,000.00
410-IMA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
				Sub-Total	$0.00