Natalia Independent School District

District Improvement Plan

2022-2023

Mission Statement

Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.

Vision

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

Natalia Independent School District will prepare students to be productive, successful citizens.

Theory of Action

If Natalia ISD ensures that students experience a guaranteed and viable curriculum across all campuses; and if the district grants varying levels of autonomy to campuses through performance contracts; and if the district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles; and ensures that educator placement is a function of student needs rather than adult preferences; then Natalia ISD, directly and through autonomous campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The rural district of Natalia ISD is served by Education Service Center Region 20. The district encompasses 41 square miles and shares a border with the school districts of Lytle, Devine, Medina Valley and Poteet. Natalia ISD consists of four campuses within walking distance of each other and serves a student population of approximately 1,142. The student body is comprised of mostly students of Hispanic descent. The Natalia Early Childhood Center serves students ages 3 to 6 in Pre-K 3 through first grade with a little more than 256 students. The Natalia Elementary School consists of second through fifth grades with about 312 students. The Natalia Junior High School includes grades 6 through 8 with a little more than 241 students. The Natalia High School consists of grades 9 through 12 with just over 333 students and is classified as a 3A school participating in most UIL academic and athletic competition.

*** Taken from 2020-2021 TAPR

Ethnic Distribution:								
African American	3	0.3%	680,285	12.7%	3	0.3%	681,401	12.7%
Hispanic	850	83.0%	2,835,771	52.9%	850	83.0%	2,840,982	52.9%
White	162	15.8%	1,418,789	26.5%	162	15.8%	1,424,251	26.5%
American Indian	1	0.1%	18,712	0.3%	1	0.1%	18,755	0.3%
Asian	0	0.0%	253,856	4.7%	0	0.0%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	8	0.8%	143,368	2.7%	8	0.8%	143,763	2.7%
Sex:								
Female	530	51.8%	2,620,239	48.9%	530	51.8%	2,624,722	48.9%
Male	494	48.2%	2,738,801	51.1%	494	48.2%	2,746,864	51.1%
Economically Disadvantaged	781	76.3%	3,229,178	60.3%	781	76.3%	3,233,417	60.2%
Non-Educationally Disadvantaged	243	23.7%	2,129,862	39.7%	243	23.7%	2,138,169	39.8%
Section 504 Students	61	6.0%	387,490	7.2%	61	6.0%	387,622	7.2%
EB Students/EL	85	8.3%	1,108,207	20.7%	85	8.3%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	14	1.2%	66,833	1.2%				
Students w/ Dyslexia	44	4.3%	241,070	4.5%	44	4.3%	241,197	4.5%
Foster Care	4	0.4%	17,033	0.3%	4	0.4%	17,090	0.3%
Homeless	11	1.1%	57,709	1.1%	11	1.1%	57,811	1.1%
Immigrant	3	0.3%	108,025	2.0%	3	0.3%	108,092	2.0%
Migrant	5	0.5%	16,657	0.3%	5	0.5%	16,733	0.3%
Title I	493	48.1%	3,457,855	64.5%	493	48.1%	3,464,887	64.5%
Military Connected	39	3.8%	144,596	2.7%	39	3.8%	144,683	2.7%
At-Risk	583	56.9%	2,634,284	49.2%	583	56.9%	2,636,849	49.1%

Students by Instructional Program:

Bilingual/ESL Education	78	7.6%	1,123,936	21.0%	78	7.6%	1,124,413	20.9%
Gifted and Talented Education	56	5.5%	443,781	8.3%	56	5.5%	443,849	8.3%
Special Education	110	10.7%	595,885	11.1%	110	10.7%	605,043	11.3%

Teachers by Ethnicity:

African American	1.0	1.3%	41,186.3	11.1%
Hispanic	33.0	41.3%	104,985.0	28.4%
White	42.0	52.5%	210,367.3	56.9%
American Indian	2.0	2.5%	1,261.0	0.3%
Asian	2.0	2.5%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%

Teachers by Sex:

Teachers by Years of Experience:

Beginning Teachers	3.0	3.8%	24,880.4	6.7%
1-5 Years Experience	23.0	28.7%	102,753.7	27.8%
6-10 Years Experience	25.0	31.2%	74,854.8	20.3%
11-20 Years Experience	18.0	22.5%	107,653.1	29.1%
21-30 Years Experience	8.0	10.0%	47,975.4	13.0%
Over 30 Years Experience	3.0	3.8%	11,278.0	3.1%

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.4
Average Years Experience of Principals with District	3.8	5.5
Average Years Experience of Assistant Principals	4.0	5.5
Average Years Experience of Assistant Principals with District	2.3	4.8

Demographics Strengths

Natalia is a small rural district in walking distance for most students. Natalia has a close knit community with lots of pride and culture. Because of the size of the district the

campuses are able to vertically align student needs across campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Natalia ISD has an above average at risk student population. **Root Cause:** Unsatisfactory performance on assessment instruments and readiness skills.

Student Achievement

Student Achievement Summary

Natalia ISD overall perfromance for STAAR/EOC state assessments.

Spring 2021 STAAR/EOC - Reading						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
3rd	68%	64%	53%	51%	28%	9%
4th	63%	59%	62%	50%	26%	6%
5th	72%	69%	71%	60%	24%	21%
6th	61%	58%	59%	49%	14%	6%
7th	68%	66%	65%	69%	25%	16%
8th	72%	69%	86%	87%	54%	17%
English I EOC	66%	64%	64%	60%	39%	6%
English II EOC	70%	70%	59%	73%	55%	3%
Spring 2021 STAAR/EOC - Math						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
3rd	61%	56%	53%	56%	28%	13%
4th	58%	51%	66%	50%	15%	6%
5th	69%	64%	83%	45%	20%	8%
6th	66%	61%	61%	40%	14%	2%
7th	54%	47%	74%	37%	7%	0%
8th	60%	53%	88%	25%	5%	0%
Algebra I EOC	72%	65%	73%	51%	11%	0%
Spring 2021 STAAR/EOC - Other						
	Met Standard - State	Met Standard - Region	Approaches 2019-2020 *	Approaches 2020-2021	Meets	Masters
4th Writing	53%	48%	36%	44%	12%	1%
7th Writing	61%	56%	50%	52%	16%	0%
5th Science	61%	56%	51%	42%	16%	3%
8th Science	67%	63%	78%	57%	19%	5%
Biology EOC	81%	80%	81%	84%	46%	6%
8th Social Studies	56%	54%	71%	58%	14%	7%
US History EOC	88%	88%	89%	94%	73%	30%

Spring 2021 STAAR/EOC - Reading					
* Data carried over from SY 2018-2019					
** SY 2021-2021 - Remote and in person learning due to Covid 19.					

2021 School Data

Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	29	42%

Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	25	36%
Industry-Based Certifications		
Earned an industry-based certification from approved list	19	28%

2020-2021 District Report Card

NATALIA ISD

Total Student Enrollment 2020–21: 1,024   Schools: 4

OVERVIEW   PERFORMANCE ▾   FINANCE   PROFILE   SCHOOLS   District Reports ▾   TAPR

🔍 Search by School Name   Displaying 4 schools

School Name ⇕	District Name ⇕	2019 Overall Rating ⇕	2019 Overall Score ⇕	Grades Served
NATALIA EARLY CHILD CTR	NATALIA ISD	D	68	PreKindergarten - Grade 1
NATALIA EL	NATALIA ISD	D	68	Grade 2 - Grade 5
NATALIA H S	NATALIA ISD	C	78	Grade 9 - Grade 12
NATALIA J H	NATALIA ISD	C	74	Grade 6 - Grade 8

Student Achievement Strengths

English II, Biology and US History have been strengths for our high school students, based on STAAR EOC data.

The Elementary campus saw improvement over time moving from 55 to 68 out of 100 for overall score in school improvement.

The Junior High campus saw improvment over time moving from 63 to 74 out of 100 for overall score in school improvement.

The High School campus saw improvement over time moving from 62 to 78 out of 100 for overall score in school improvement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

Problem Statement 2 (Prioritized): Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

District Culture and Climate

District Culture and Climate Summary

Natalia ISD is currently undergoing systemic changes that focus on student achievement. The district has increased the alignment of instruction while working within their professional learning communities through a culture of collaboration. The goal is to work directly toward increasing the efficacy of the staff of Natalia ISD.

- District survey - Over 80% favorable results on positive climate in district.
- New teacher mentor program - New teachers were assigned a mentor who provided coaching, guidance, and monthly meetings to address needs.
- SEL programs provided - Character Strong program has been researched and to be purchased for upcoming school year.
- Extracurricular involvement

District Culture and Climate Strengths

Natalia ISD is a close knit community where the students display a willingness to work hard and reach the staff expectations based on the strong relationships with administrators, teachers and other staff members. Therefore it is incumbent upon the staff to continue buidling strong relationships while simultaneously increasing the rigor within the classroom to provide students greater post secondary opportunities. Natalia ISD is currently working with a character development program to assist in building and strengthening relationships with students and staff.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): No program has been implemented for social emotional learning. **Root Cause:** The district is currently in the process of researching and reviewing a potential program to meet the need.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers in Natalia ISD classrooms are highly qualified. Though Natalia ISD has traditionally struggled with retaining teachers due to the external competition regarding compensation/benefits, the geographical location of Natalia, the lack of diversity in teaching staff, and the lack of teacher support.

The COVID pandemic also presented challenges with recruiting staff due to conducting online job fairs (vs. in-person), which created a disconnect with potential applicants. The pandemic also reduced the effectiveness of in-person support for PLCs.

2020-2021 TAPR Report

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	179.7	100.0%	745,316.3	100.0%
Professional Staff:	104.0	57.9%	479,219.1	64.3%
Teachers	80.0	44.5%	369,395.4	49.6%
Professional Support	15.0	8.3%	78,787.8	10.6%
Campus Administration (School Leadership)	5.0	2.8%	22,378.5	3.0%
Central Administration	4.0	2.2%	8,657.4	1.2%
Educational Aides:	18.2	10.2%	79,348.7	10.6%
Auxiliary Staff:	57.4	32.0%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	3.0	n/a	13,211.0	n/a
Part-time Counselors	0.0	n/a	1,126.0	n/a
Total Minority Staff:	108.7	60.5%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	1.0	1.3%	41,186.3	11.1%
Hispanic	33.0	41.3%	104,985.0	28.4%
White	42.0	52.5%	210,367.3	56.9%
American Indian	2.0	2.5%	1,261.0	0.3%
Asian	2.0	2.5%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	24.0	30.0%	88,006.1	23.8%
Females	56.0	70.0%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	63.0	78.7%	269,818.0	73.0%
Masters	17.0	21.3%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	3.8%	24,880.4	6.7%
1-5 Years Experience	23.0	28.7%	102,753.7	27.8%
6-10 Years Experience	25.0	31.2%	74,854.8	20.3%
11-20 Years Experience	18.0	22.5%	107,653.1	29.1%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
21-30 Years Experience	8.0	10.0%	47,975.4	13.0%
Over 30 Years Experience	3.0	3.8%	11,278.0	3.1%
Number of Students per Teacher	12.8	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	3.8	6.4
Average Years Experience of Principals with District	3.8	5.5
Average Years Experience of Assistant Principals	4.0	5.5
Average Years Experience of Assistant Principals with District	2.3	4.8
Average Years Experience of Teachers:	10.4	11.2
Average Years Experience of Teachers with District:	5.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$48,000	$50,849
1-5 Years Experience	$51,429	$53,288
6-10 Years Experience	$53,250	$56,282
11-20 Years Experience	$54,991	$59,900
21-30 Years Experience	$59,924	$64,637
Over 30 Years Experience	$64,319	$69,974
Average Actual Salaries (regular duties only):		
Teachers	$54,004	$57,641
Professional Support	$60,339	$68,030
Campus Administration (School Leadership)	$69,406	$83,424
Central Administration	$99,468	$109,662
Instructional Staff Percent:	59.9%	64.6%
Turnover Rate for Teachers:	19.1%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	0.0	5,731.4

Staff Quality, Recruitment, and Retention Strengths

Twenty five percent of teachers has 10+ years in experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The average years of experience for campus leadership is less than 4 years. **Root Cause:** District and campus leadership turnover

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum & Instruction (C&I) department consists of a Director and academic coaches. Academic coaches work with each campus to provide support with instructional strategies, lesson planning, assessment building, classroom management, and any other teacher needs. The C&I department provides professional development, resource training and data analysis.

 Natalia ISD is currently undergoing a review of tiered resources as well as the use of the TEKS Resource system and the pacing guides.

Curriculum, Instruction, and Assessment Strengths

Ninety-five percent of Tier 1 instructional materials have been provided to instructional staff.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There was an absence of researched-based tiered instruction in the classroom **Root Cause:** A process does not exist to monitor, coach, and provide support.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement have improved over the years. The district school liaison has strengthened the communication and support between the district and the community by offering food banks, connecting families with churches, and providing mobile health clinics.

The district sponsored the following events:

- Annual food drives
- Summer mobile library program
- Community toy drive

The district also utilizes the Natalia ISD website, Facebook Live, Twitter feed, YouTube channel, sportsYou, and Remind to keep the parents and the community informed of district events and activities.

Parent and Community Engagement Strengths

There has been an increase in parental and community events offered by the districts.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is low participation for district events. **Root Cause:** Scheduling conflicts exist with parents and staff due to prior commitments and extracurricular activities

District Context and Organization

District Context and Organization Summary

Restructured the C&I Department and added two Coach Coordinators and one Academic Dean

Added two interventionists at the Elem/ECC campuses

The district supports its instructional leaders by holding a bi-monthly cabinet meeting

Programs operating in the district include offering a food bank, sick leave bank, Blue Way scholarship program

Accessibility and equity funding sources

Program implementation

Communication Campaign Plan

Resource data

Business practices and procedures

Safety Plan

Parent Involvement Plan

District Context and Organization Strengths

The district has a robust review process of its organizational practices.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Lack of clear, documented district-wide procedures **Root Cause:** Turnover of personnel at the district level and the execution of said documented procedures

Technology

Technology Summary

Number of devices in the district

Technology plan- infrastructure of the district

Software subscriptions/Data Usage

Grants- hardware any grant we currently have

Hardware/software inventory i.e interactive boards,Swivels

Priority Problem Statements

Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%.
Root Cause 1: Due to increased student learning gaps and lack of instructional rigor.
Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%.
Root Cause 2: Due to increased student learning gaps and lack of instructional rigor.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Natalia ISD has an above average at risk student population.
Root Cause 3: Unsatisfactory performance on assessment instruments and readiness skills.
Problem Statement 3 Areas: Demographics

Problem Statement 4: There was an absence of researched-based tiered instruction in the classroom
Root Cause 4: A process does not exist to monitor, coach, and provide support.
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The average years of experience for campus leadership is less than 4 years.
Root Cause 5: District and campus leadership turnover
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: No program has been implemented for social emotional learning.
Root Cause 6: The district is currently in the process of researching and reviewing a potential program to meet the need.
Problem Statement 6 Areas: District Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

HB3 Goal

Evaluation Data Sources: C&I Department, campus administration

Strategy 1 Details		Reviews			
Strategy 1: Implement an instructional action planning process that allows for data analysis and instructional delivery		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve instruction across all content areas as well as improve student performance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators, C&I Department		20%			
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Instructional Platform - 199-SCE - $1,080					

Strategy 2 Details		Reviews			
Strategy 2: Train and support teachers in instructional curriculum and provide resources for instructional delivery.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve instruction across all content areas as well as improve student performance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators, C&I Department		50%			
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1					

Strategy 3 Details		Reviews			
Strategy 3: Provide instructional coaching for all teachers through PLCs		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve instruction in all content areas		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: C&I Department		70%			
Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1					

Strategy 4 Details	Reviews			
Strategy 4: Implement walk-throughs and feedback processes for all teachers by campus administration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher growth **Staff Responsible for Monitoring:** Campus Administrators, Superintendent **Problem Statements:** Demographics 1 - Student Achievement 1, 2	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Provide resources and training to support educators in servicing special populations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher knowledge about goals and performance objectives in servicing special populations. **Staff Responsible for Monitoring:** Academic Services and Special Education Teachers **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 1, 2 **Funding Sources:** On line platform - 199-Local - $8,300, On line teacher platform - 199-Local - $7,133	**Nov**	**Jan**	**Mar**	**June**
	35%			

Strategy 6 Details	Reviews			
Strategy 6: Purchase supplemental curriculum and resources to support instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher instruction and support Tier 2 and 3 instruction as well as accelerated instruction **Staff Responsible for Monitoring:** C&I Department **Problem Statements:** Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Purchase technology to promote student learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote student learning through online program use. **Staff Responsible for Monitoring:** Technology Department **Problem Statements:** Demographics 1 **Funding Sources:** Desk top, new line active panel - 199-Local - $47,535	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.

Student Achievement
Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause**: Due to increased student learning gaps and lack of instructional rigor.
Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause**: Due to increased student learning gaps and lack of instructional rigor.
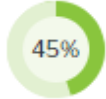
Curriculum, Instruction, and Assessment
Problem Statement 1: There was an absence of researched-based tiered instruction in the classroom **Root Cause**: A process does not exist to monitor, coach, and provide support.
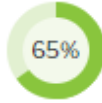
Goal 1: Goal #1 - Improve student achievement and performance through the use of high-quality instructional materials aligned to best instructional practices and assessments.

Performance Objective 2: Increase student academic performance in Mathematics/Algebra I on the STAAR/EOC

    High Priority

    Evaluation Data Sources: STAAR/EOC, interim assessments, BOY assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide campus math interventionists to assist in bridging learning gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet individual student needs in Math and assist in bridging any learning gaps.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District, campus administration **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Interventionist Math - 211-Title I	45%			

Strategy 2 Details	Reviews			
Strategy 2: Purchase Tier 1, 2, and 3 instructional materials for all campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide differentiated instruction to students and improving student achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District C&I department **Funding Sources:** - 199-Local - $35,000, - 211-Title I - $40,000, - 255-Title II - $5,000	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Utilize math instructional coach for research based tiered instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide teachers with instructional coaching on tiered instruction to improve student achievement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District C&I department, campus administration	55%			

Strategy 4 Details		Reviews			
Strategy 4: Create policies and procedures for accelerated instruction for students who did not meet the passing standard in Mathematics/Algebra I.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meet individual student needs in Math and assist meeting passing standard in Math **Staff Responsible for Monitoring:** C&I Department **Problem Statements:** Student Achievement 2		50%			

Strategy 5 Details		Reviews			
Strategy 5: Provide professional development opportunities to K-8 Math teachers for improvement in instructional practices.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional practice growth among Math teachers **Staff Responsible for Monitoring:** C&I Department **Results Driven Accountability** **Problem Statements:** Student Achievement 2		65%		✗	

Strategy 6 Details		Reviews			
Strategy 6: Purchase and utilize instructional programs and resources for math instruction		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve teacher instruction and support Tier 2 and 3 instruction as well as accelerated instruction **Staff Responsible for Monitoring:** C&I Department, Campus administrators **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Supplemental Math Resources - 211-Title I - $8,250, Math Resources - 199-Local - $12,500		80%			

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.
Student Achievement
Problem Statement 2: Student achievement in math at the "Meets or Above" level is at 14%. **Root Cause**: Due to increased student learning gaps and lack of instructional rigor.

Goal 1: 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 Reading/English STAAR/EOC.

    High Priority

    Evaluation Data Sources: STAAR/EOC, interim assessment, BOY assessments

Strategy 1 Details	Reviews			
Strategy 1: Purchase Tier 1, 2, and 3 instructional materials for all campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student achievement through differentiated instructional materials. **Staff Responsible for Monitoring:** District C&I **Funding Sources:** - 199-Local - $27,200, - 211-Title I - $18,900, - 255-Title II - $10,000	**Nov**	**Jan**	**Mar**	**June**
	80%			

Strategy 2 Details	Reviews			
Strategy 2: Provide campus reading interventionists to assist in bridging learning gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet individual student needs in Reading and assist in bridging any learning gaps. **Staff Responsible for Monitoring:** District, campus administration	**Nov**	**Jan**	**Mar**	**June**
	60%			

Strategy 3 Details	Reviews			
Strategy 3: Utilize reading instructional coach for research based tiered instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide teachers with instructional coaching on tiered instruction to improve student achievement. **Staff Responsible for Monitoring:** District C&I department, campus administration	**Nov**	**Jan**	**Mar**	**June**
	70%			

Strategy 4 Details	Reviews			
Strategy 4: Create policies and procedures for accelerated instruction for students who did not meet the passing standard in Reading/English STAAR/EOC	**Formative**			**Summative**
Strategy's Expected Result/Impact: Meet individual student needs in Reading and assist meeting passing standard in Reading **Staff Responsible for Monitoring:** C&I Department **Problem Statements:** Student Achievement 1	**Nov**	**Jan**	**Mar**	**June**
	50%			

Strategy 5 Details	Reviews			
Strategy 5: Support teachers with the science of reading in grade levels K-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve literacy instruction in grade levels K-5	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators, C&I department **Problem Statements:** Student Achievement 1 **Funding Sources:** Phonics Program - 211-Title I - $15,519, Reading Academies - 211-Title I - $20,800	75%			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement in reading at the "Meets or Above" level is at 33%. **Root Cause**: Due to increased student learning gaps and lack of instructional rigor.

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

Performance Objective 4: Implement instructional action planning process that allows for data disaggregation/analysis, responsive instructional planning and instructional delivery

> **High Priority**

> **Evaluation Data Sources:** Campus improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Purchase and implement programs and resources for instructional alignment, planning, goal setting, and data analysis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide vertically aligned scope and sequence for K-12 teachers for instructional purposes. **Staff Responsible for Monitoring:** District C&I, Campus administration **Funding Sources:** - 199-Local - $7,500	Nov	Jan	Mar	June
	55%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Increase the percentage of high school graduates classified as College, Career, or Military Ready.

HB3 Goal

Evaluation Data Sources: CCMR spreadsheet, TEA reports

Strategy 1 Details		Reviews			
Strategy 1: Identify critical certifications for college, career, military, and life readiness.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of industry based certifications held by graduating seniors.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: High School Principal, Counselor **Problem Statements:** Demographics 1		0%			

Strategy 2 Details		Reviews			
Strategy 2: Identify the groups of students who are underserved and underrepresented in CTE and advanced academic courses and market opportunities directly to them.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of students graduating with a CTE endorsement		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: High School Principal, Counselor **Problem Statements:** Demographics 1		0%			

Strategy 3 Details		Reviews			
Strategy 3: Provide test preparation and resources to students for TSI assessments		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student scores among TSI assessments.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: C&I Department **Problem Statements:** Demographics 1		40%			

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

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.

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

Performance Objective 1: Offer health and wellness opportunities to the community.
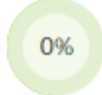
    Evaluation Data Sources: District website notices, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Sponsor mobile clinic for community	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support the health and wellness of the community.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration				
Strategy 2 Details	**Reviews**			
Strategy 2: Provide staff with opportunities to improve health and wellness	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve health and wellness of staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District leadership	0%			
Strategy 3 Details	**Reviews**			
Strategy 3: Partner with UIW to deploy medical student interns to assist with the health services pathway and provide health screening.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase health screenings among community and staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District leadership	0%			
Strategy 4 Details	**Reviews**			
Strategy 4: Continue partnership with UIW mobile clinic.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide health services to community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Leadership	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: Surveys, reduction in DAEP placement, decrease in office referrals, cameras

Strategy 1 Details	Reviews			
Strategy 1: Install a perimeter fence around the district	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide physical safety measures for students and school staff. **Staff Responsible for Monitoring:** Superintendent, Director of Operations	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Purchase and implement Life Spots (active threat alert system).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase safety among students and staff **Staff Responsible for Monitoring:** District and Campus leadership	Nov	Jan	Mar	June
	0%			

Strategy 3 Details	Reviews			
Strategy 3: Hire additional SROs (two) that will work a full-year contract.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase safety among students and staff **Staff Responsible for Monitoring:** District Leadership	Nov	Jan	Mar	June
	0%			

Strategy 4 Details	Reviews			
Strategy 4: Maintain and monitor Anonymous Alerts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase safety among students and staff **Staff Responsible for Monitoring:** District and Campus Leadership	Nov	Jan	Mar	June
	0%			

Strategy 5 Details	Reviews			
Strategy 5: Provide CPI training to staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase safety among students and staff	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Leadership **Funding Sources:** Online Safety training - 289-Title IV - $2,100	0%			

Strategy 6 Details	Reviews			
Strategy 6: Purchase and use Panorama to gather survey information from students, staff, and the community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Gather survey information from students, staff, and community to better meet their needs	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Leadership **Problem Statements:** Demographics 1 - District Culture and Climate 1	0%			

Strategy 7 Details	Reviews			
Strategy 7: Purchase furniture, equipment, and systems to promote health, safety, and wellness	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase safety among students and staff	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus Leadership	0%			

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

**Performance Objective 2 Problem Statements:**

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.
District Culture and Climate
Problem Statement 1: No program has been implemented for social emotional learning. **Root Cause**: The district is currently in the process of researching and reviewing a potential program to meet the need.

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.

    Evaluation Data Sources: Improve and support student emotional learning.

Strategy 1 Details		Reviews			
Strategy 1: Purchase and implement Character Strong across the campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve and support student emotional learning needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Academic Services, Campus Administrators **Problem Statements:** District Culture and Climate 1 **Funding Sources:** Social Emotional Resource - 282-ESSER III - $26,439		0%			

Strategy 2 Details		Reviews			
Strategy 2: Provide professional development opportunities for counselors through Region 20 Counselor Co-Op.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Support counselors in their day to day tasks when working with students, both academically and social emotional needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Coordinator **Problem Statements:** District Culture and Climate 1		0%			

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

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 1: No program has been implemented for social emotional learning. **Root Cause**: The district is currently in the process of researching and reviewing a potential program to meet the need.

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 at events, invitations, agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide funding and staffing for implementation of campus parent nights	**Formative**			**Summative**
Strategy's Expected Result/Impact: Authentic academic connections and participation	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus Administrators				
Funding Sources: - 199-Local - $300, - 211-Title I - $2,500				
Strategy 2 Details	**Reviews**			
Strategy 2: Offer district communication resources for marketing purposes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness and participation of district events	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District administration				
Strategy 3 Details	**Reviews**			
Strategy 3: Establish a community Thanksgiving dinner in partnership with the surrounding community	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish cooperative relationships with community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent	0%			
Problem Statements: Demographics 1				
Strategy 4 Details	**Reviews**			
Strategy 4: Organize a Fall Festival to include community members/organizations' participation in celebrating our community with a focus on our students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish cooperative relationships with community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent and Campus Principal	0%			
Problem Statements: Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.

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 community partnerships

Evaluation Data Sources: Superintendent notes, shared communications

Strategy 1 Details	Reviews			
Strategy 1: Establish open communication with local city government and churches	**Formative**			**Summative**
Strategy's Expected Result/Impact: Involve the community in a shared partnership of meeting the needs of our students. **Staff Responsible for Monitoring:** District administration	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Collaborate with neighboring cities to increase community engagement and partnerships	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide additional resources and support to the community **Staff Responsible for Monitoring:** Superintendent	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Maintain church community meetings to align support services for our community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Involve the church groups in a shared partnership of meeting the needs of our students and community **Staff Responsible for Monitoring:** District Administration **Problem Statements:** Demographics 1	**Nov** 0%	**Jan**	**Mar**	**June**
Strategy 4 Details	**Reviews**			
Strategy 4: Align support for respective communities through the tri-city/district group.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create cooperative relationship among surrounding communities **Staff Responsible for Monitoring:** Superintendent **Problem Statements:** Demographics 1	**Nov** 0%	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.

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 communication with parents

Evaluation Data Sources: Parent Contact Logs, Remind, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Use Remind communication platform to communicate with parents and students on all campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Open communication with parents and students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administration **Problem Statements:** Demographics 1	0%			
Strategy 2 Details	Reviews			
Strategy 2: Implement a process to increase parent contact	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental involvement in students' academic success	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administration **Problem Statements:** Demographics 1	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Natalia ISD has an above average at risk student population. **Root Cause**: Unsatisfactory performance on assessment instruments and readiness skills.

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

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

HB3 Goal

Evaluation Data Sources: Professional development logs

Strategy 1 Details	Reviews			
Strategy 1: Involve district leaders in working with TASA Future Ready Superintendents Leadership Network.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase knowledge and networking opportunities among district staff.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** - 255-Title II - $32,480	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The average years of experience for campus leadership is less than 4 years. **Root Cause**: District and campus leadership turnover

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

Performance Objective 2: Provide professional development opportunities for Campus leadership.

HB3 Goal

Evaluation Data Sources: Professional development logs

Strategy 1 Details	Reviews			
Strategy 1: Provide campus principals growth through N2 Learning Principal's Academy	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase leadership growth among principals	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent	0%			
Problem Statements: Staff Quality, Recruitment, and Retention 1				
Funding Sources: - 255-Title II - $15,000				

Strategy 2 Details	Reviews			
Strategy 2: Establish bi-monthly meetings with campus principals to promote leadership growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote and support leadership growth among campus administration	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent	0%			
Problem Statements: Staff Quality, Recruitment, and Retention 1				

Strategy 3 Details	Reviews			
Strategy 3: Offer opportunities for mentoring with Wayland Baptist University to campus principals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote and support leadership growth among campus administration	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent	0%			
Problem Statements: Staff Quality, Recruitment, and Retention 1				

Strategy 4 Details	Reviews			
Strategy 4: Provide training opportunities to district and testing coordinators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote and support growth among testing administrators	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent				

| | 0% | | | |

Problem Statements: Staff Quality, Recruitment, and Retention 1
Funding Sources: - 255-Title II - $1,400

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

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The average years of experience for campus leadership is less than 4 years. **Root Cause**: District and campus leadership turnover

District Funding Summary

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Platform		$1,080.00
				Sub-Total	$1,080.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Interventionist Math		$0.00
1	2	2			$40,000.00
1	2	6	Supplemental Math Resources		$8,250.00
1	3	1			$18,900.00
1	3	5	Reading Academies		$20,800.00
1	3	5	Phonics Program		$15,519.00
3	1	1			$2,500.00
				Sub-Total	$105,969.00

255-Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$5,000.00
1	3	1			$10,000.00
4	1	1			$32,480.00
4	2	1			$15,000.00
4	2	4			$1,400.00
				Sub-Total	$63,880.00

199-Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	On line platform		$8,300.00
1	1	5	On line teacher platform		$7,133.00
1	1	7	Desk top, new line active panel		$47,535.00
1	2	2			$35,000.00
1	2	6	Math Resources		$12,500.00

199-Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$27,200.00
1	4	1			$7,500.00
3	1	1			$300.00
				Sub-Total	$145,468.00
282-ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Social Emotional Resource		$26,439.00
				Sub-Total	$26,439.00
289-Title IV					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	5	Online Safety training		$2,100.00
				Sub-Total	$2,100.00

Addendums

2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migratory Children*: Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. *Currently Eligible Migratory Children*: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs/ECOEs. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (0ngoing)
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	December
VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	TIMELINE By July 30

B. <u>**Other -- MEP Family Surveys**</u>
    LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant
    Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not
    MEP Family Surveys are retained for the current year and previous year per state documentation purposes
	Staff: MEP Coordinator
	LEA designee
	ESC-20 Administrative Assistant
	Recruiters
		September 1 -- 1st deadline, then ongoing

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on TX-NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; AND ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; AND ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20	Priority for Service (PFS) Action Plan	Filled Out By: ESC-20 MEP Team
Region: 20	School Year: 2022-2023	Date: 07/20/2022

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
			showing insertion of PFS Action Plan
Communicate the progress and determine needs of PFS migratory students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.	Monthly	-Educational Specialists -System Specialists -District Designee	-Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Annually PAC Meetings	-Educational Specialists -Recruiters -MEP Tutors	-PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
▪ During the academic calendar, the district's Title I, Part C Migrant contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	-Educational Specialists -Adjunct Migrant Counselor -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	-Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -PAC Sign-In Sheets
Provide services to PFS migratory students.			
▪ The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	-Adjunct Migrant Counselor -Educational Specialists -Recruiters	-Adjunct Migrant Counselor logs -Recruiter logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	-Adjunct Migrant Counselor -Educational Specialists -Recruiters -District Designee	-Adjunct Migrant Counselor Logs -Recruiter Logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	-Migrant Coordinator -Educational Specialists	-PFS Student Review Forms