

Navarro Independent School District
Navarro Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts



Navarro ISD
Where Excellence is the Standard...

Public Presentation Date: December 18, 2017

Mission Statement

All Navarro Elementary students need to develop essential academic skills in order to be contributing and productive members of society as adults. Students will be taught these skills to each individual's fullest extent of comprehension. The mission of Navarro Elementary is an education for all students that contains quality, equity, and accountable results.

Vision

Navarro ISD provides a safe, positive environment cultivating creative problem solvers that make sound, ethical decisions.

*We value relationships.

*We engage learners.

*We foster resilience and confidence.

*We encourage forward thinking.

Navarro ISD Board Goals 2016

Goal 1: NISD will provide modern and inviting facilities that inspire a learning community.

Indicators of Success:

Adequate space for a growing population
Expanded technology infrastructure
Safe learning environment with enhanced security measures

Goal 2: NISD will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Indicators of Success:

Competitive compensation
Foster team attitude for continuous improvement with collaboration at grade, campus, and district levels
Regular integration of technology in instruction

Goal 3: NISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Indicators of Success:

Course offerings, strategies, and extracurricular activities that meet the needs of individual students and prepare them for the 21st century workforce
Continuous improvement in all four indices of the state accountability system
Effective communication within the district and campus and between the classrooms and the home.
Effective counseling and K-12 instruction that addresses soft skills and work ethic
Increase rigor in the classroom to help level out the disparities between grades and campuses.

School Motto

“Panthers are respectful, responsible, and safe.”

Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro ISD is a 4-A public school district located in the proud community of Geronimo in Guadalupe County. The district boundaries cover approximately 86 square miles surrounded by the communities of Seguin, New Braunfels and San Marcos.

Navarro Elementary School Student Demographics

	Campus
Total Students	519
African American	2.1%
Hispanic	47%
White	46.8%
American Indian	0.4%
Asian	0.8%
Two or More Races	2.7%
Economically Disadvantaged	45.1%
Non-Educationally Disadvantaged	54.9%
English Language Learners	6.6%
At-Risk Population	23.8%
Mobility	14.1%
Disciplinary Placement	0.0%
Attendance Rate	96.5%

Navarro ISD Schools and Enrollment

	Campus #	Campus %	District %	State %
Early Childhood Education	5	1.0%	.3%	.3%

Pre-Kindergarten	32	6.2%	1.8%	4.2%
Kindergarten	109	21.0%	6.0%	7.0%
Grade 1	117	22.5%	6.5%	7.4%
Grade 2	127	24.5%	7.0%	7.6%
Grade 3	129	24.9%	7.1%	7.7%

Navarro ISD Program Enrollment

	2017 State	2017 District	Navarro Elementary 2017		NES 2016	NES 2015
	%		%	#		
Bilingual/ESL	18.8%	3.5%	6.4%	33	39	32
Gifted and Talented	7.8%	7.5%	4.2%	22	25	27
Special Education	8.8%	7.2%	7.3%	38	33	36

Navarro ISD Staff Experience

	# - NES	% - NES	%- NISD	% - State
Beginning Teachers	0.0	0.0%	2.7%	7.8%
1-5 Years	5.0	15.6%	20.4%	28.0%
6-10 Years	5.0	15.6%	16.7%	20.9%
11-20 Years	15.0	46.9%	37.6%	27.8%
Over 20 Years	7.0	21.9%	22.7%	15.5%

Number of Students per Teacher	2017	2016
campus	16.2%	17.5%
state	15.1%	15.2%

* Summary information collected from the 2016-2017 TAPR

Demographics Strengths

Navarro Elementary School (NES) has a dedicated and experienced staff to support student needs. In comparison to state averages, NES teachers are more experienced providing our young students with a wealth of information to support their learning needs. NES has been steadily increasing in size over the last few years. This increase in student population has created a more diverse population that has included students from various cultural backgrounds and home languages.

1. Steadily growing population of students
2. Experienced Faculty and Staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Special Education Retention Rate in Kindergarten is 30% (1 student of 3 total students retained) which is 22% higher than the state average.

Problem Statement 2: The Special Education Retention Rate in 1st grade is 22.2% which is 15.40% higher than the state average.

Problem Statement 3: Second grade retention rates among non special education population is 2.6% higher than state average.

Student Academic Achievement

Student Academic Achievement Summary

STAAR:

STAAR results for 2017 are as follows:

Academic Rating: MET STANDARD

Distinction Designation: Academic Achievement in Reading/English Language Arts

Current Year State vs Campus Comparison

Overall Reading STAAR Performance	State	NES
All Students	73%	78%
Hispanic	68%	68%
White	83%	83%
Eco Disadvantage	65%	73%
Special Education	46%	

Overall Math STAAR Performance	State	NES
All Students	78%	82%
Hispanic	75%	75%
White	86%	89%

Eco Disadvantage	71%	73%
Special Education	52%	71%

2015-2016 vs 2016-2017 STAAR Comparison For Navarro Elementary

Reading	2017	2016		Math	2017	2016
All students	78% (-7)	85%		All students	82% (-4)	86%
Hispanic	68% (-9)	77%		Hispanic	75% (-5)	80%
White	83% (-10)	93%		White	89% (-3)	91%
Eco Dis	73% (-3)	76%		Eco Dis	73% (-8)	81%
SpEd		-		SpEd	71%	-

Student Academic Achievement Strengths

For Index 2 in this year's Accountability Summary, NES performed at a score of "30" with the target for that index being "32". Although the index was not met, the score increased from "17" to "30" in a year's time. That is a 57% increase. In addition, four ESL students were exited from the program.

For reading, students who performed at the "Master" level was 37% in 2017 which was a 14% increase from 2016.

For math, students who performed at the "Master" level was 30% which was a 6% increase from 2016.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student achievement in Reading has dropped 3-10 percentage points in all population groups compared to the prior year.

Problem Statement 2: Student achievement in Math has dropped 3-8 percentage points in all population groups compared to the prior year.

Problem Statement 3: Student achievement in Reading for the Economically Disadvantaged population has dropped 3 percentage points a year for the last three years.

Problem Statement 4: ELL students have a 50% pass rate on STAAR assessments.

School Processes & Programs

School Processes & Programs Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC) and uses the TEKS Resource System provided by TCMPC as the foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. TEKS Resource System provides a Scope and Sequence and Instructional Focus Documents for each grade level and content area to help frame the lesson and ensure that TEKS are covered in the classroom according to the depth and intensity designed by the State of Texas. In addition to the TEKS Resource System, Navarro ISD uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting features of Aware allow teachers to review in-district assessment performance along side State Assessment performance. The staff also uses resources provided by Lead4Ward to help review and analyze data for instructional planning. The combination of the three curriculum resources provides teachers with the data tools necessary to design engaging lessons targeted at the highest needs.

Navarro ISD has invested in Measures of Academic Progress (MAP) assessments. The assessments are universal screeners that in a short time frame identify what students are ready to learn at the beginning, middle and end of the School Year. These diagnostic tools provide instructional goals by students and help to identify instructional gaps among students, classes and content areas. The assessments are used in combination with STAAR, Classroom assessment data and Professional Learning Community teams to help make sound instructional decisions focused on student needs.

During the 2016-2017 school year, Navarro ISD revised the Response to Intervention (RTI) process. The district adopted a diamond shaped model to better represent our student population. This diamond shape/bell curve allows not only the students who need remediation to support learning needs, but also it targets advanced students to receive accelerated or advanced supplemental instruction to meet their needs. Although RTI has historically been focused on meeting the needs of the struggling students, it failed to identify unique learning needs of students that had the potential to progress. Through the use of MAP, STAAR and Instructional Assessments, teachers are able to identify student placement within the diamond structure to ensure that all students are provided with a unique learning experience in the classroom.

School Processes & Programs Strengths

Grade level teams meet weekly to discuss and plan lessons which follow the current YAG and TEKS for the grade level. The grade level teams also meet at least every three weeks to discuss students who are in need of interventions, to check on student progress for students in Tier 2 and 3, to work on common assessments, disaggregate data from assessments, and to plan for future lessons and special events.

The elementary campus as a whole is implementing the revised RTI/Tier system for identifying students in need of intervention using MAP data. Teachers are maintaining an RTI folder that has index cards with all their students' names and MAP data sorted according to Tier level. Teachers have also targeted 5 students to monitor and tutor intensely for growth. A Literacy Committee will be formed to develop a comprehensive literacy program for

students K-5. This product is being coached by Region 13 professionals who will also coach individuals on methods and strategies from the Explicit Instruction professional development taking place throughout the school year.

Most available staff openings occur due to staff members retiring. In house movement for staff among grade levels does happen on a limited basis. The pool of applicants for positions is sufficient and at times, abundant. Teachers have opportunities to be involved in many planning organizations at the campus and district level. Staff meetings, weekly bulletins, newsletters, and an active PTO keeps teachers informed and appreciated.

Many traditions (Jingle Bell run, Gingerbread house day, a Valentine's Dance, 100's day) and clubs -Art, Spanish, Lego, Chess, and many other special events, in conjunction with the curriculum, make for a unique "Navarro" school experience. The teachers are dedicated and truly care about the students and their well being. Soft skills, kindness, and courtesy are emphasized and practiced.

The addition of an assistant principal has been instrumental in allowing time for the principal to address changes in processes with staff as well as attend all 504, ARDs, staffings, and grade level meetings. Having an assistant principal also allows for a faster response to discipline issues. Preemptive actions such as assisting with lunch and recess duty are working to reduce overall referrals and out of class ISS placements. As of mid year, campus referrals are down 25% and bus referrals are down 38%.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Gifted and Talented program enrollment has declined 18% since 2015. (2015-27 students; 2017- 22 students)

Problem Statement 2: Only 2 of 6 (33%) of the 1st grade teachers are ESL certified.

Perceptions

Perceptions Summary

Parental Involvement:The PTO is plans several monthly meetings for the year. A Fall Festival and Valentines' Dance are the big fundraisers and outreach projects for the year.

The specials teachers develop Christmas programs for each grade level.

Parents will again be encouraged to coach a Destination Imagination team at the elementary level. (In 2017-2018 there will be 7 DI teams.)

Five parents/community/business members serve on the elementary Site Council.

51% of the district SHAC committee is made up of parents including elementary parents.

Perceptions Strengths

This is the second year the elementary has had an assistant principal. The assistant principal's duties include most discipline, TTESS observer, administrator in some ARDs and 504 plans, lead of the PBIS committee, and other normal duties as required. Discipline referrals are down 25% compared to the previous year due to proactive measures the assistant principal has taken including helping with lunch monitoring and recess monitoring.

Navarro Elementary School is 100% highly qualified. 68.8% of the staff at NES have 11 or more years of experience teaching in the classroom. This level of dedication and teaching experience has attributed to the campuses ability to retain teachers and recruit future teachers by creating a caring atmosphere that seeks to meet the needs of students, faculty, and staff.

The WATCHDOG program has been in place since last January. Many fathers volunteer their day to work with their kids, make sure the school is secure, and help with lunch and recess duty.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Action research results

Goals

Goal 1: NES will provide a learning experience that promotes a healthy, respectful and positive environment within the diverse Navarro ISD family.

Performance Objective 1: By the end of 2018, NES will implement a research based approach to discipline management.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) The counselor will provide classroom instruction as well as bullying/character education classes.	3, 10	Counselor	Scheduled lessons; Weekly Auto B Good videos during lunch; social skills groups; well checks				
2) Maintain a core team of CPI certified individuals to respond to student crisis situations.	3, 4	Special Education director	CPI certified personnel				
3) Provide group counseling and interventions in the general education classrooms.	10	Counselor	Scheduled groups and lessons.				
4) Maintain safe classrooms and consistent discipline through PBIS and integrate these strategies from the common areas into the classrooms.	10	Classroom teachers, principal, assistant principal, counselor	Signage throughout the school, appropriate discipline referrals, Roar Store participation and self managers				
5) Counselor will provide conflict resolution and social skills training to students who exhibit a need.	2	Counselor, behavior specialist, LSSP	Scheduled groups meet weekly; guidance referrals as needed.				
6) Counselor will provide crisis intervention for individual students and their families.	2	Counselor	Completion of necessary paperwork as needed for CPS referrals, etc.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: NES will provide a learning experience that promotes a healthy, respectful and positive environment within the diverse Navarro ISD family.

Performance Objective 2: By the end of 2018, NES will implement programs that will assist students in making Healthy and positive life choices.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Participate in Red Ribbon Week activities.	10	Counselor, PTO, school board, SHAC	Survey responses; active student participation.				✓
2) Provide assemblies/programs/speakers/or events to support the message of safe and drug-free schools and healthy life choices.	3, 10	Counselor; PE teacher	Field Day, Red Ribbon Week, special assemblies, and morning announcements.				→
3) Provide group counseling and interventions in the general education classrooms.	3, 10	Counselor	Scheduled groups and lessons.				→
4) Principal, Assistant Principal, Counselor, and Nurse will coordinate with community resources and refer at risk students when appropriate.	2	Nurse, counselor, assistant principal, principal	As needed.				→
5) Support efforts of the SHAC (School Health Advisory Council) in implementing services.	6, 10	Principal	Health Fair participation Jingle Bell Run Red Ribbon Week				→
6) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, and character education.	2, 10	Principal, classroom teachers	Garden, CATCH week, Jump Rope for Heart, Meal portions.				→
							

Goal 2: Navarro Elementary will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 1: Assure well-staffed schools are comprised of highly qualified and competitively compensated and valued team members to meet the demands of a growing community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide professional development based on identified needs for the campus or individual as identified through observations, PLC requests, or campus needs assessment.	4	Principal, Chief instructional officer	Increased student achievement, teacher surveys				→
2) Provide funding to meet certification needs in the area of ESL	4, 5	Chief Instructional officer	4 teachers will get ESL certification				→
Problem Statements: School Processes & Programs 2							
3) Review enrollment counts to plan for additional learning areas to accommodate growth and instructional needs of teachers in the classrooms.	1, 3, 9	Principal, Chief Instructional officer	Training during PLC days				→

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Only 2 of 6 (33%) of the 1st grade teachers are ESL certified.








Goal 2: Navarro Elementary will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 2: By the end of 2018, NES will provide teachers with research based professional development and support to meet the learning needs of all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide technology training to support the effective use of progress monitoring assessment systems aligned with the RTI process.	4	Director of information Services and Technology, Instructional Technologist, Campus Webmaster	Training occurs as needed and appropriate including during PLC days.				→
2) Campus Professional Development activities will include, but are not limited to: subject grade level support; behavior management; data analysis; harassment/bullying prevention; emergency procedures; CPI; ESL; GT: Support for special populations.	4	Administrative Team	Site Council direction, teacher surveys				→
3) Instructional coaching strategies for grades K-3 will be implemented as part of the Region 13 cooperative to vertically align the reading curriculum.	1, 2, 4, 8, 9, 10	Chief Instructional officer, principal, Region 13 professionals	Scheduled days for classroom support Jan. 25, Feb. 13, March 27				→
4) With support and facilitation by Region 13 professionals, a Literacy Plan for K-5 will be developed.	1, 2, 8, 9	principal, Chief Instructional officer	A formal literacy plan will be produced for grades K-5.				
5) Fundamental 5 and Explicit Instructional practices will be a focus of professional development opportunities held regularly throughout the year.	1, 2, 4, 8, 9	Chief Instructional officer, principals, Region 13 instructor Kim Watts	Reminders, modeling, and examples shared at staff meetings. Strategies observed in walk through. Professional development calendared days on Explicit instruction attended by all staff members.				→


6) Implementation of RTI for Academics, Behavior, and Speech.	1, 2, 4, 8, 9, 10	Chief Instructional officer, principal, special education director, counselor, dyslexia specialist, Title 1 teacher, instructional technologist	<p>Regular meetings held at least every three weeks to monitor student progress.</p> <p>Staffings as needed to adjust strategies or refer students to dyslexia or special education.</p> <p>Field house Fridays meetings to have small group modeling of strategies and procedures.</p>				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Navarro Elementary will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 3: NES will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide teachers with training and support in the use of MAP data and progress monitoring data to support RTI placement, interventions and student achievement.	1, 2, 4, 8, 9	Chief Instructional officer, principal	Field house Friday meetings, Grade level meetings, staff meetings				→
2) Provide teachers with training and support in utilizing data to identify instructional interventions to meet gaps in student achievement.	4, 9	principal, Chief Instructional officer	Correct student placement in Tiered levels to maximize student benefit.				→
3) Use benchmark testing to measure classroom alignment with curriculum standards.	1, 2, 8, 9	principal, counselor, Title 1 teacher	Teachers will use common language and teaching strategies as well as common assessments to measure gains by students and to assist in correct placement of students in RTI tiers.				→
4) Use Eduphoria to develop common assessments, benchmark assessments and progress monitoring tools as identified to assist PLC teams in data analysis and review.	8, 9	Principal, Title 1 Teacher, technology staff	Eduphoria will be a well used tool and data storage component to better identify student strengths and weaknesses, trends in student comprehension or lack thereof, and for lesson planing.				→
							

Goal 2: Navarro Elementary will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 4: NES will implement processes and procedures to cultivate a positive environment among staff members.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Team building strategies and attendance incentives will be used to bolster staff morale.	5	principal, counselor, PTO	Periodic events and happenings at the campus to increased staff morale. Examples: In December, staff in attendance on an unannounced day will be treated to hot chocolate or coffee service to their classroom door. PTO has 1st Friday of the month snacks or luncheons for teachers.				
2) A grade level representative is sought for all campus committees and district level committees so that all staff members can be informed and have a method for expressing thoughts and concerns.		Principal, Chief Instructional officer	Teachers are empowered in decision making at many levels and in a variety of ways including district calendar creation, PTO representation, Site Council, and the Literacy plan committee.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							





Goal 3: NISD will meet individual academic needs, challenging students to their highest potential and progressing to the next grade level at a mastery level.

Performance Objective 1: NES will make significant progress towards increased student achievement while meeting and exceeding standards in all three domains of the state accountability system.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide in-class and pull-out assistance for at risk students and ESL language development.	9	Support staff; Classroom teachers; Principal	Increase language acquisition; comprehension; and student performande. The goal is that ESL students will exit the program within 3 years of instruction. Teachers will use ESL strategies within the classroom.				→
				Problem Statements: Student Academic Achievement 4 - School Processes & Programs 2 Funding Sources: Local Funds - 0.00			
2) Ensure that eligible students receive Title I, Dyslexia, ESL, GT, 504, and special education services and/or accommodations.	9	Principal, Counselor, Special Education Director, Chief Instructional officer, classroom teachers	PEIMS reports Teacher notes on assignments, the grade book, and report cards indicating use of accomodations.				→
				Problem Statements: Demographics 1, 2, 3			
3) Teachers will administer 2 benchmark assessments in reading and math in an effort to diagnose and prescribe academic target areas for student improvement in 1st, 2nd, and 3rd grade. iStation will also be used for progress monitoring.	9	Principal, Title 1 teacher	Teacher will use Heat maps of benchmark testing as part of data analysis. Increase in use of common language/vocabulary.				→
				Problem Statements: Student Academic Achievement 1, 2, 3			

<p>4) RTI Tier 3 students will receive an additional 20-30 minutes daily of specific individualized lessons to address specific gaps in student mastery of objectives in both reading and math.</p> <p>RTI Tier 2 students will also receive additional instruction in deficient comprehension of objectives by the classroom teacher.</p>	9	Principal, classroom teachers, support staff, counselor	MAP; Benchmarks; Report Cards; Progress reports				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
<p>5) Eduphoria will be used to store historical individual student data.</p> <p>Eduphoria will also be used for benchmark and local test data analysis, in addition to MAP data, to monitor student progress.</p>	8	Counselor, Title 1 teacher, Computer lab teacher, Librarian	Increased use of Eduphoria by teachers to store individual student data and for class group analysis.				
<p>6) Teachers will use the 5E model of instruction in all classes.</p> <p>Faculty will set daily learning objectives to provide clear classroom expectations.</p>	2	Chief Instructional Officer, Principal	Lesson Plans Walkthrough documentation Posted daily objectives				
<p>7) A district Instructional Technologist will be on campus on a part time basis to provide support to staff and students in integration of technology into classroom instruction.</p> <p>The technologist and librarian will assist the implementation of the new RTI paperwork through use of "Fieldhouse Friday" meetings.</p>	10	Director of Information Services and Technology, Instructional Technologist	Increased usage of instructional technologies.				
<p>8) PLC teams will meet every three weeks to review student progress data for Special Education, ESL and Tier 2 and Tier 3 students.</p>		Principal; Chief Instructional Officer	Student tracking/monitoring Increased student performance				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 2, 3, 4						
<p>9) Saxxon Phonics will be used with fidelity to bring consistency to students who are learning to read in Kindergarten, 1st and 2nd grade.</p>	1	Principal and Assistant Principal	A common language/program used by teachers for phonics instruction will give students an aligned instruction over 3 years. Increase in student reading fluency and comprehension. Reduction in Tier 2 and Tier 3 Reading students.				
	Problem Statements: Demographics 1, 2, 3						

10) The campus will use the MAP assessment system to identify gaps in student understanding of objectives in math and reading. Teachers will use reports in MAP to identify individual student strengths and weaknesses.		Principal, Assistant Principal; Title 1 teacher, Crystal Just	Student growth monitored over time. Students are placed in appropriate interventions. MAP reports are used to guide student interventions.				
11) Region 13 professionals will interview and observe K-5 ELA teachers to help vertically align the ELA program.		Lacey Gosch, Kim Schlichting, Bobbi Supak	The K-5 ELA curriculum will be vertically aligned for maximum effectiveness. Region 13 professionals will spend several days on campus to coach individual teachers on Explicit Instruction strategies. Several staff meetings will include presentations by the principal and Chief Instructional Officer to help better understanding of the alignment and to answer questions teachers have about changes.				
12) Region 13 professionals will guide the creation of a formal Literacy Plan for grades K-5.	1, 2, 4, 8, 9, 10	Chief Instructional officer, principal	A formal Literacy Plan will be developed by March 2018. All stakeholders will have an opportunity to respond to the program and make minor adjustments. The Literacy plan will drive any needed changes in the master schedule and possible changes in resources (handwriting). Implementation of the plan will occur in April and May of 2018.				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The Special Education Retention Rate in Kindergarten is 30% (1 student of 3 total students retained) which is 22% higher than the state average.
Problem Statement 2: The Special Education Retention Rate in 1st grade is 22.2% which is 15.40% higher than the state average.
Problem Statement 3: Second grade retention rates among non special education population is 2.6% higher than state average.
Student Academic Achievement
Problem Statement 1: Student achievement in Reading has dropped 3-10 percentage points in all population groups compared to the prior year.
Problem Statement 2: Student achievement in Math has dropped 3-8 percentage points in all population groups compared to the prior year.
Problem Statement 3: Student achievement in Reading for the Economically Disadvantaged population has dropped 3 percentage points a year for the last three years.
Problem Statement 4: ELL students have a 50% pass rate on STAAR assessments.

School Processes & Programs

Problem Statement 2: Only 2 of 6 (33%) of the 1st grade teachers are ESL certified.


Goal 3: NISD will meet individual academic needs, challenging students to their highest potential and progressing to the next grade level at a mastery level.

Performance Objective 2: By the end of 2018, NES will implement programs, policies, and practices that will support meeting standards on all three domains of the accountability system.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Maintain the district goal of 96% attendance.	2	Principal, Registrar, classroom teachers	Students are present in the classroom except for when truly sick. Increased educational opportunity for students.				→
2) School will provide activities to ease transition of student from home, to day care, to school, such as early registration with tours of school.	9	Principal	Scheduled visits/tours of the school, arrangements with Intermediate counselor; date to be agreed on in advance to alleviate student fears or misunderstandings.				→
3) Annual fitness-gram results will be sent home with final report card. (Grade 3)	10	PE teacher, Principal	End of year distribution to parents.				→
4) Navarro Elementary (Grades 2-3) will celebrate their six weeks honor roll recipients. Kindergarten and 1st grade will celebrate perfect attendance each 9 weeks.	2	Principal, Counselor	Student recognition every six weeks				→
5) Parent contacted when a student has 5 or more days of unexcused absences or has excessive tardies or early sign outs.	2	Principal, Registrar	Increased attendance rate				→
6) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee at the end of the school year.	2	Principal, Registrar	Increased attendance				→
7) Invite community members into classrooms to discuss their jobs and experiences.	6	Counselor, classroom teachers	Students will have increase exposure to people and career pathways through events and activities such as Career Day; Watchdogs; Reading Day; Read Across America.				→
8) Navarro Elementary will continue the PPCD/Pegasus Program to meet the needs of our youngest students. The Pegasus program will be expanded to remain in compliance with required student ratios.	9, 10	Special Education Director, Principal, Lacey Gosch	Our youngest special needs students will be able to learn from typically developing peers while receiving individualized instruction on their IEP goals.				→

9) K-3 teachers will use MAP as a BOY, MOY, and EOY tool to determine progress over the school year.	9	Title 1 teacher, Principal, classroom teachers	MAP reports will be used on a regular basis by teachers to guide interventions and identify strengths and weaknesses in individual students and the class as a whole. Information will be used to guide instructional choices in lesson planning.				→
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
10) Utilize current software to enhance student achievement on STAAR and in the classroom. (Accelerated Reader, iStation, Imagine Math, Study Island, etc.)	10	Librarian, Title 1 teacher, math and reading teachers	Technology lessons will be aligned with student instructional needs.				→
	Problem Statements: School Processes & Programs 1						
11) All professional personnel will meet SBEC standards for technology competencies.	4	principal	TTESS Technology Integration Matrix				→
12) Grade Pre-K-1 students will work in the computer lab and the classroom to build foundational skills, acquire information, solve problems, and communicate effectively (K-2 technology applications TEKS).	2, 7, 10	computer teacher, classroom teachers	The technology teacher will create lesson Plans that meet current TEKS.				→
13) Grades K-3 students will use a word processor and multimedia software to develop effective communication skills. Students will have access to electronic databases.	2, 10	computer teacher, classroom teachers	Keyboarding skills will be incorporated in lessons that focus on use of many programs and applications with products and projects along with reports being created the technology classes.				→
14) The district ESL teacher will be on the elementary campus daily to support ESL students and the ESL paraprofessional. The ESL teacher will also be available for parent conferences.		ESL Teacher	Parent conferences held with non-English speaking parents. Monitoring of all ESL students for correct interventions.				→
15) Vocabulary building strategies will be used (such as the "WOW words" program) in PreK and ESL classrooms to build comprehension and basic knowledge of words/concepts.	7	PreK teacher, ESL teachers	Students use new vocabulary in speech and writing.				→
16) Support balanced literacy program and the use of leveled readers, guided reading groups, Saxon Phonics, and small group instruction.	1, 2	Title 1, Librarian, Classroom teachers	Teachers will regularly use the leveled reading library. 2nd grade teachers will use Saxon Phonics instruction in this school year.				→
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 3						
17) Support the identification and programming for Gifted and Talented students.		Campus Principal; GT Specialist	Increase the identification of GT students.				
	Problem Statements: School Processes & Programs 1						
							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The Special Education Retention Rate in Kindergarten is 30% (1 student of 3 total students retained) which is 22% higher than the state average.
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Problem Statement 2: The Special Education Retention Rate in 1st grade is 22.2% which is 15.40% higher than the state average.

Student Academic Achievement

Problem Statement 1: Student achievement in Reading has dropped 3-10 percentage points in all population groups compared to the prior year.
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Problem Statement 2: Student achievement in Math has dropped 3-8 percentage points in all population groups compared to the prior year.
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Problem Statement 3: Student achievement in Reading for the Economically Disadvantaged population has dropped 3 percentage points a year for the last three years.

Problem Statement 4: ELL students have a 50% pass rate on STAAR assessments.

School Processes & Programs
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Problem Statement 1: Gifted and Talented program enrollment has declined 18% since 2015. (2015-27 students; 2017- 22 students)

Goal 4: Navarro Elementary will actively seek parent and community involvement and provide timely communication to stakeholders.

Performance Objective 1: Parents and community members will be included in campus improvement and planning committees.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Parents, business and community members will comprise at least 5 positions on the NES Site Council.	4	principal	5 voting members of the Site Council				→
2) Parents, business and community members will comprise at least 5 positions on the NES Site Council.	4	principal	5 voting members of the Site Council				→
3) Parent surveys will be sent home annually to determine strengths/weaknesses and satisfaction levels.	6	Chief Instructional officer	Parent survey				→

Goal 4: Navarro Elementary will actively seek parent and community involvement and provide timely communication to stakeholders.

Performance Objective 2: Parents and community members will be informed of school activities, meetings, and student performance on the campus web site, through monthly campus newsletters and social media.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide written information to parents in their native language whenever possible, bilingual assistance at training/meetings, and have bilingual staff call to invite them to school activities and answer questions.	6	Counselor, secretary, registrar	Parent surveys				→
2) Teachers will increase communication with parents through regular updated teacher web sites and lesson plans.	2, 9	Classroom teachers, campus web master	Current postings on website				→
3) The campus will maintain and update the electronic student management system and health database.	10	registrar, nurse	reports; parent portal				→
							

State Compensatory

Budget for Navarro Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6122.40.101.8.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$1,500.00
199.11.6129.40.101.8.24.0.00	6129 Salaries or Wages for Support Personnel	\$37,158.00
199.11.6141.40.101.8.24.0.00	6141 Social Security/Medicare	\$521.00
199.11.6142.40.101.8.24.0.00	6142 Group Health and Life Insurance	\$1,372.00
199.11.6144.40.101.8.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,991.00
199.11.6146.40.101.8.24.0.00	6146 Teacher Retirement/TRS Care	\$836.00
6100 Subtotal:		\$44,378.00
6300 Supplies and Services		
199.11.6399.00.101.8.24.0.00	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$1,000.00

Personnel for Navarro Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Judy DeLaGarza	PE Aide	K-3 PE	1.0
Kimberly Martin	Pk Aide	Pre-Kindergarten	1.0
Yari Herrera	ESL Aide	K-3 ESL	1.0

Title I

Schoolwide Program Plan

Grade levels meet every three weeks to re examine data to make necessary adjustments to instruction and intervention services.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

In accordance with the revised (1/08/02) Section §1114(b)(1) of Title I, Part A, a School-wide Program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. School-wide reform strategies that –
 - (A) Provide opportunities for all children to meet the State’s proficient and advanced levels of student performance,
 - (B) Use effective methods and instructional strategies that are based on scientifically based research that:
 - (1) Strengthen the core academic program in the school,
 - (2) Increase the amount and quality of learning time, such as providing extended school year, before and after school, and summer school programs and opportunities, and help provide an enriched accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations.
 - (C) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the
3. Instruction by highly qualified staff;
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals and if appropriate, pupil services personnel, parents and other staff to enable all children in the school to meet the State’s student academic standards. (In accordance with § 1119(a)(4) of Title I);
5. Strategies to attract high-quality, highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in § 111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program;
9. Activities to ensure that students who experience difficulty mastering any of the State's standards required by § 111(b)(1) will be provided with effective, timely, additional assistance. The assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and Local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.