

Navarro Independent School District
Navarro Junior High School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Navarro ISD
Where Excellence is the Standard...

Board Approval Date: December 12, 2016
Public Presentation Date: December 12, 2016

Vision

Navarro ISD provides a safe and 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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	12
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	16
Technology	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Make significant progress toward increased student achievement while meeting and exceeding standards in all four indices of the state accountability system.	20
Goal 2: NJH will meet individual academic needs, support the social and emotional growth of our students, and promote college and workforce readiness.	23
Goal 3: NJH will maintain well-staffed schools comprised of highly qualified and competitively compensated, valued team members.	25
Goal 4: The campus will achieve the following levels on the Texas Star Chart: Teaching and Learning --- Developing Tech; Educator preparation and Development--Developing Tech; Infrastructure for Technology--Target Tech Administration and Support Services--Advanced Tech	26
Goal 5: NJH will provide a learning experience that promotes a healthy, respectful, and positive environment within the diverse Navarro ISD family.	28
Goal 6: Parent Involvement: NJH will have well-informed students, parents, staff, and community members who actively support and participate in our schools.	30
State Compensatory	32
Budget for Navarro Junior High School:	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Jr. High is located in the community of Geronimo. NJH is comprised of 7th and 8th grade students with a total enrollment of 284 students. The ethnicity breakdown for our campus is as follows, White 51.5%, Hispanic 43.0%, African American 3.2%, American Indian .0% and two or more races 2.1%. Our economically disadvantaged population is at 35.2%. Our special education population is at .6%. Our at-risk population is at 21.1%. NJH had an attendance rate of 96.9%. Our teaching staff breakdown is as follows beginning teachers make up 0%, 1-5 years of experience make up 35.0 %, 6-10 years make up 21.4%, 11-20 years make up 25.3% and over 20 years experience is at 18.4%. Our student to teacher ration is at 17 to 4.

Demographics Strengths

Teachers at Navarro JH work diligently to provide students with meaningful instruction that will challenge them in a supportive and positive learning environment. NJH received a rating of Met Standard on the accountability system. NJH scored well above the state average in most areas tested. NJH students also performed well in the classroom as we did not have any students retained.

1. Growing Population
2. Highly Qualified Staff
3. Low Retention Rate
4. We have added a certified Bilingual Education Teacher to assist with our growing ESL population.
5. PTO organization has been an active and involved group.

Demographics Needs

Improve student performance in the areas of Writing and Social Studies. Our Social Studies scores dropped this year to 685 passing. Our sub populations

specifically our Hispanic and Economically Disadvantaged students scored in the 59th percentile. Although scores in these areas were higher than the state average, we would like to score in the 80th to 85th percentile. We also would like to continue to close the performance gap between the students in our sub populations.

1. Growing ESL Population

Student Achievement

Student Achievement Summary

In 2015-2016 NJH posted scores that were higher than the state average in most areas tested. NJH **MET STANDARD IN ALL AREAS**, Student Achievement, Student Progress, Closing the Achievement Gap and Post Secondary Readiness. Our sub populations also performed well in most areas. In goal setting for the 2016-2017 school year, NJH is to reach the 90th percentile in all tested areas. We would also like for our Special Education Students continue to make progress in all areas tested as this was an area that saw our student scores decrease. Our Social Studies scores also declined. Our Hispanic and Economically Disadvantaged students did not perform well on the Social Studies Exam.

Met Standard Scores - 7th and 8th Grade

7th Grade Reading	STAAR 2015 Performance	STAAR 2016 Performance
All Students	89%	84% (-5)
Hispanic	94%	87% (-7)
White	87%	81% (-6)
Economically Disadvantaged	85%	69% (16)

7th Grade Writing	STAAR 2015 Performance	STAAR 2016 Performance
All Students	85%	84% (-1)
Hispanic	84%	86% (+2)
White	87%	81% (-6)
Economically Disadvantaged	83%	76% (-7)

8th Grade Reading	STAAR 2015 Performance	STAAR 2016 Performance
All Students	97%	94% (-3)
Hispanic	95%	93% (-2)
White	100%	96% (-4)
Economically Disadvantaged	96%	92% (-4)

8th Grade Science	STAAR 2015 Performance	STAAR 2016 Performance
All Students	80%	82% (+2)
Hispanic	69%	81% (+12)
White	88%	82% (-6)
Economically Disadvantaged	69%	78% (+9)

8th Grade Social Studies	STAAR 2015 Performance	STAAR 2016 Performance
All Students	75%	68% (-7)
Hispanic	68%	59% (-9)
White	81%	76% (-5)
Economically Disadvantaged	69%	59% (-10)

8th Grade Algebra I	STAAR 2015 Performance	STAAR 2016 Performance
All Students	98%	100% (+2)
Hispanic	100%	100%

White	97%	100% (+3)
Economically Disadvantaged	100%	100%

Level III All Subjects	STAAR 2015 Performance	STAAR 2016 Performance
All Students	19%	22% (+3)
Hispanic	13%	15% (+2)
White	23%	27% (+4)
Economically Disadvantaged	14%	9% (-5)

Level III Reading	STAAR 2015 Performance	STAAR 2016 Performance
All Students	25%	26% (+1)
Hispanic	17%	19% (+2)
White	31%	32% (+1)
Economically Disadvantaged	19%	12% (-7)

Level III Writing	STAAR 2015 Performance	STAAR 2016 Performance
All Students	15%	17% (+2)
Hispanic	13%	10% (-3)
White	14%	22% (+8)
Economically Disadvantaged	*	*

Level III Science	STAAR 2015 Performance	STAAR 2016 Performance
All Students	16%	21% (+5)
Hispanic	8%	12% (+4)
White	24%	26% (+2)
Economically Disadvantaged	10%	10% (-)

Level III Social Studies	STAAR 2015 Performance	STAAR 2016 Performance
All Students	9%	17% (+6)
Hispanic	12%	10% (-2)
White	13%	22% (+9)
Economically Disadvantaged	*	*

Student Achievement Strengths

Student Achievement Strengths include:

1. Improved performance in the area of Science. We had improvements in most areas and most groups at Level III
2. 8th Grade reading performances maintained standard and improved slightly
3. Advanced Level III performance increased overall in most areas and groups.
4. Overall scores in Science improved.
5. Algebra I students continued to perform well.

Student Achievement Needs

Student Achievement Needs include:

1. 8th Grade Social Studies Testing Performance among All Student population groups dropped significantly, but greater among the Hispanic and Economically Disadvantaged populations.
2. Our special education students did not perform as well, we will continue to evaluate and implement changes to address this need.
3. Overall our student performance dropped slightly. We would like to see an overall performance increase. We are especially interested in improving the performance of our sub populations special education, economically disadvantaged and Hispanics.

School Culture and Climate

School Culture and Climate Summary

The culture at NJH is one that is positive and welcoming to our students. NJH works with the Texas school safety center and Guadalupe County to help with bullying prevention and all of the issues that may arise from bullying. We also use the Austin Life Guard Group to help students make good decisions about relationships and how to make healthy choices about life in general. The Austin Life Guard Group is approved by the SHAC Committee. NJH also uses the Guadalupe County Juvenile Services to educate our students on digital citizenship, consequences for irresponsible use of technology. NJH also conducts a variety of activities during Red Ribbon Week to educate our students about the dangers of drug use/abuse.

School Culture and Climate Strengths

The faculty, staff and students at NJH create a welcoming and safe environment for all of our students. This type of environment also allows NJH to retain highly qualified staff. The culture at NJH also contributes to the learning process, as students are comfortable with each other and their teachers allowing the learning process to flourish.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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. This diagnostic tool provides instructional goals by students and helps 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.

Over the 2015-2016 school year, Navarro ISD revised the Response to Intervention (RtI) process. The district adopted a diamond shaped model (Graphic Version) 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.

Tier 3	Tier 2	Tier 1	Tier 2+	Tier 3+
Intensive Interventions	Targeted Intervention	Universal Core Instruction	Targeted Intervention	Intensive Intervention
	11th - 24th Percentile of students	25th to 75th Percentile of students	79th to 89th Percentile of students	90th to 99th Percentile of Students
Frequent Progress Monitoring	Intervention in addition to the core curriculum	Core Instruction/General Curriculum	Differentiation of Core Curriculum	Gifted and Talented Referral
Individualized Intervention	Strategic monitoring of progress	Differentiated Instruction - Formative Assessment	Gifted Programming, Honors Classes, Small Groups	Individualized Differentiation

In the Summer of 2015, teachers utilized district staff development days to review student testing data, formulate a vertical alignment of content across grade levels and revise YAG documents to reflect student learning needs based on data review and instructional practice. The district formed Professional Learning Communities to assist teachers in having a process for ensuring that instruction is consistently and effectively delivered between classrooms of the same grade, but also the support the vertical alignment needs of students as they progress through the system. This process has remained for the 2016-2017 school year and the staff development planning days are spread throughout the school year to allow teams to meet prior to each grading period. By using data collected through MAP, RtI, STAAR, Classroom Assessments and teacher observation, lesson are designed based on data review and are prepared prior to each grading period to ensure that all students are successful in learning.

Curriculum, Instruction, and Assessment Strengths

- Curriculum, Instruction and Assessment strengths include:
 - Professional Learning Communities
 - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
 - Support specialists for Dyslexia, Title I Math, Title I Reading, Gifted and Talented, Instructional Technology, English and a Second Language and Behavior.
 - Highly qualified staff at all campuses
 - Academic Planning Team
 - TEKS Resource System - Alignment of TEKS to curriculum
 - 1:1 integrated curriculum with iPads/ Chromebooks at the Junior High School
 - 1:1 integrated curriculum with Chromebooks at the High School - year 1 of multi-year phase in.

- MAP Assessment data for Grades K-3, 8 and 9th Grade in ELA, Math and Science
- RtI process that addresses critical student learning needs across all population and learning groups

Curriculum, Instruction, and Assessment Needs

Curriculum, Instruction and Assessment Needs

- More indepth integration of the RTI structure within the curriculum planning process
- Expansion of MAP assessments and progress monitoring tools across all grade levels.
- Consistent Implementation of the ELPS in all classrooms
- Advanced Academics support at the Junior High and High School
- Implementation and use of the College and Career Readiness Standards

The district has an implemented RTI structure. However, the assessment results of struggling, economically disadvantaged, special education, learning disabled and ELL continue to show a down trend in performance, and the higher achieving and gifted students are not reaching full potential in Advanced score on standardized tests. The RtI structure is in the implementation phase and needs to progress over the next year to be more inclusive of all student groups.

For ELL students, the district has seen an increase in the population. In the 2015-2016 school year, the district added an ESL teacher specialist to focus on individualized language needs for the ESL population with particular focus on our students at the Junior High and High School level. Throughout the year, student performance has improved and teacher recognition of student support is growing. With the addition of the position, the district has been able to provide a needed formalized program to address the needs of the ESL population. However, the program is new and has room to grow over upcoming academic year.

With the inclusion of the MAP assessments, the district has been able to standardize the process for placing students in learning groups, identifying needs and assess progress toward STAAR and College Ready goals. The program is new to the district and expansion to all grade levels is a need.

For instructional planning, teachers largely utilize STAAR test data. As a smaller system, reviewing the one assessment and individual teacher assessments provided sufficient data to support the populations learning needs. As the district grows, the disparity between learning levels is increasing, resulting in the need for additional consistent data to drive the instructional planning process. For many of our struggling learners, ELLs, Special education and learning disabled students, pull-out resources through math and reading intervention programs are implemented. Students identified needing additional supports are provided with additional tutorial and one on one support outside the regular classroom. With growth, the ability to provide daily services to all students is decreasing. Therefore, additional support for teachers in differentiation and implementation of intervention strategies with a robust RTI program is needed.

Family and Community Involvement

Family and Community Involvement Summary

Overall comments on our surveys were mostly positive with a few negative comments centered around the area of communication such as web pages and grades not being updated in a timely manner.

Family and Community Involvement Strengths

NJH will continue to work with teachers and staff to ensure that all web pages and grades are updated in a timely manner.

Family and Community Involvement Needs

NJH received an exemplary rating on the HB 5 Community and Student Engagement survey.

Technology

Technology Summary

NJH is continuing the 1:1 project with our 7th and 8th grade students. All 7th grade students received an IPAD to use throughout the school day and at home. This activity should improve student performance. NJH has also been awarded a technology grant in which will allow us to fund the IPAD initiative for our 8th grade students. 8th grade students are in their second year of the 1:1 initiative. 8th grade students will transition to a Chrome Book in the Spring of 2017.

Technology Strengths

1:1 initiative for all students. Professional development for all staff members. The 1:1 initiative has allowed us to reach more students and allow them to learn in a manner which fits them the best.

Technology Needs

Improve infrastructure to ensure the success of the 1:1 initiative. We are still experiencing some difficulties in making connections. We need to improve the speed in which students can access information. Continued use of Professional staff development to address the changes going to the chrome books.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Texas Academic Performance Report (TAPR) 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: Make significant progress toward increased student achievement while meeting and exceeding standards in all four indices of the state accountability system.


Performance Objective 1: Make significant progress toward increased student achievement while meeting and exceeding standards in all four indices of the state accountability system.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Utilize Student Support Committee process to identify needs for individual students and focus intervention efforts.	Counselor					
Funding Sources: Local Funds - 0.00						
2) Ensure that eligible students receive dyslexia, ESL, GT, 504, and special education services and/or accommodations. Ensure that teachers in key academic areas are certified in ESL	Principal Counselor Classroom Teachers Dyslexia Specialist, Chief Instructional Officer					
Funding Sources: Local Funds - 0.00						
3) Identify migrant students and provide information to ESC 13 so they can receive appropriate services.	PEIMS Clerk; Chief Instructional Officer					
4) Provide core teachers with training opportunities in Developing instructional objectives, STAAR strategies and differentiating strategies.	Principal ESC 13					
Funding Sources: Local Funds - 0.00, Title II Funds - 0.00						
5) Utilize Eduphoria: diagnostic/prescriptive software program used to identify/intervene with students at risk of failing STAAR.	Principal					
Funding Sources: Local Funds - 0.00						
6) Teachers will utilize WebCat, STAAR Test Maker, and Eduphoria to assist in developing rigorous unit tests and benchmarks.	Teachers; Chief Instructional Officer					
Funding Sources: Local Funds - 0.00						
7) Provide tutorial options during the school day for students who are identified as at risk of failing the subject or STAAR test.	Principal					
Funding Sources: SCE Funds - 0.00, Local Funds - 0.00						

8) Provide learning lab for academic assistance.	Principal				
	Funding Sources: SCE Funds - 0.00, Local Funds - 0.00				
9) Teachers will utilize Eduphoria to collect test data.	Principal				
	Funding Sources: Local Funds - 0.00				
10) All students who have not passed STAAR or have failing grades will receive intensive remediation during scheduled tutorials.	Principal; Core Teachers				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00				
11) NJH will continue to offer advanced classes in ELA, Science and Math. NJH will also offer courses that allow students to earn High School Credit, such as Speech, Health as well as The Principals of Informational Technology. NJH will provide all students with college and career readiness content.	Principal; Math/ELA/Science 8th Grade Teachers				
	Funding Sources: Local Funds - 0.00				
12) NJH will utilize a functional academics class to service our Special Ed to service the students who need to develop functional skills.	Teachers; Director of Special Ed; Principal				
	Funding Sources: Local Funds - 0.00				
13) NJH will develop and implement an assessment calendar.	Principal				
	Funding Sources: Local Funds - 0.00				
14) NJH will utilize the Think Through Math, IXL and Compass Learning for STAAR remediation.	Teachers				
15) NJH will implement a tutorial schedule 2 days per week 8 period day and resource class to help our special education population succeed at the STAAR Exam.	Principal Teachers				
	Funding Sources: Local Funds - 0.00				
16) NJH will utilize the Lead4ward Student Learning Reports to analyze the top 3 TEKS for Teacher Training.	Principal Teachers				
	Funding Sources: Local Funds - 0.00				
17) NJH will continue to support the 1:1 iPad Initiative for 7th grade students and Chromebooks for 8th grade students, to assist with facilitating instruction.	Principal; Instructional Technology Specialist; Teachers				
	Funding Sources: Local Funds - 0.00, Instructional Materials Allotment - 0.00				
18) NJH will utilize the Lead4ward Heat Maps; Tutorial Periods; Benchmark and Eduphoria to help students continue to make progress (IndexII) on STAAR tested areas.	Principal Teachers				
	Funding Sources: Local Funds - 0.00				
19) NJH will continue to utilize Eduphoria and Benchmarks to improve Level III performance on Algebra 1 EOC.	Principal Math Teachers				
	Funding Sources: Local Funds - 0.00				

20) NJH will provide teachers with the opportunity to receive professional staff development in ESL and ESL teaching strategies.	Principal, Teachers and Chief Instructional Officer					
Funding Sources: Local Funds - 0.00						
21) NJH will continue to utilize functional academics and professional staff development to work on and improve special education writing scores on the state mandated STAAR TEST.	Principal, Special Education Teachers and Chief Instructional Officer.					
Funding Sources: Local Funds - 0.00						
22) NJH will use in class consultation support to address the achievement gap between Hispanic and Economically Disadvantaged students in Social Studies	Principal, Chief Instructional Officer, SS Teacher, Consultant.					
Funding Sources: Local Funds - 0.00						
23) NJh will complete staff development to support the implementation of the ELPS in the general education calssroom to improve ESL performance.	Principal, Teachers, Chief Instructional Officer					
Funding Sources: Local Funds - 0.00						
						


Goal 2: NJH will meet individual academic needs, support the social and emotional growth of our students, and promote college and workforce readiness.

Performance Objective 1: NJH will meet individual academic requirements and support the social and emotional needs of our students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Transportation will be provided to support regular student attendance.	Transportation Director					
		Funding Sources: Local Funds - 0.00				
2) Support programs (i.e. tutorials; special education, ESL, Learning Lab, counseling) will provide individualized assistance to at risk students.	Principal Counselor					
		Funding Sources: Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00				
3) Call parents daily when students are absent for 3 days.	Nurse					
		Funding Sources: Local Funds - 0.00				
4) Mail notification letters home after 5 absences	Principal PEIMS clerk					
		Funding Sources: Local Funds - 0.00				
5) Attendance committee meeting on any student absent 9 days or more.	Attendance Committee					
		Funding Sources: Local Funds - 0.00				
6) Continue Social Skills counseling groups for struggling students.	Counselor; LSSP					
		Funding Sources: SPED Funds - 0.00, SCE Funds - 0.00, Local Funds - 0.00				
7) Utilize the learning lab to provide assistance to general and special education students.	Lab					
		Funding Sources: SCE Funds - 0.00, SPED Funds - 0.00, Local Funds - 0.00				
8) All 8th grade students will complete a personal graduation plan.	Counselor					
		Funding Sources: Local Funds - 0.00				
9) NJH will provide students with a continuum of college and career services.	Counselors					
		Funding Sources: Local Funds - 0.00				
10) NJH will utilize the academic planning team to discuss issues and provide information.	Teachers Principal					
		Funding Sources: Local Funds - 0.00				


11) NJH has established and will utilize counseling priorities for 7th and 8th grade students.	Counselors				
	Funding Sources: Local Funds - 0.00				
12) NJH will provide students with the opportunity to participate in the Art, Chess, Robotics and Early Act Clubs	Principal Teachers/Sponsors				
	Funding Sources: Local Funds - 0.00				
13) NJH will provide students with the opportunity to participate in a Youth Leadership class focusing on 7 Habits of Highly Effective Teens.	Principal Teachers				
	Funding Sources: Local Funds - 0.00, Instructional Materials Allotment - 0.00				
14) NJH has scheduled a class (Principals of Informational Technology) to promote college and workforce readiness for our students.	Principal, Chief Instructional Officer, Technology director.				
					

Goal 3: NJH will maintain well-staffed schools comprised of highly qualified and competitively compensated, valued team members.

Performance Objective 1: NJH will maintain well-staffed schools comprised of highly qualified and competitively compensated, valued team members.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) All teachers and paraprofessionals will meet state and federal guidelines for certification.	Principal					
Funding Sources: Title II Funds - 0.00, Local Funds - 0.00						
2) Teachers will receive professional development based on identified needs.	Principal					
Funding Sources: Local Funds - 0.00, Title II Funds - 0.00, SPED Funds - 0.00						
3) Continue partnership program with TSU and TLU participating in student teaching program.	Principal; TSU Supervisor; TLU Supervisor					
Funding Sources: Local Funds - 0.00						
4) Advertise open positions outside of local area.	Principal; Human Resources Coordinator					
Funding Sources: Local Funds - 0.00						
5) Professional development activities will include: subject area/grade level training; diversity awareness (behavior management); technology/ technology integration; disaggregation of test scores; harassment/bullying prevention training; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; administrative leadership; and ESL instruction.	Principal; Chief Instructional Officer; Technology Director					
Funding Sources: Title II Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00, Local Funds - 0.00						
6) Plan for staff development that is aligned to TEKS and STAAR skills.	Principal; Chief Instructional Officer					
Funding Sources: Title II Funds - 0.00						
7) Promote Professional Learning Community meetings among grade levels and content areas to support teacher curricular and assessment needs.	Principal; Chief Instructional Officer					
						

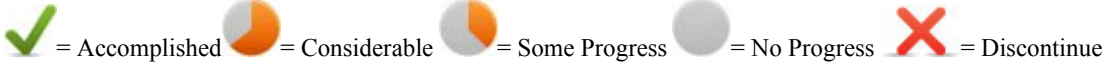
**Goal 4: The campus will achieve the following levels on the Texas Star Chart:
Teaching and Learning --- Developing Tech; Educator preparation and Development--Developing Tech; Infrastructure for Technology--Target Tech Administration and Support Services--Advanced Tech**

Performance Objective 1: The campus will achieve the following levels on the Texas Star Chart:
Teaching and Learning --- Developing Tech; Educator preparation and Development--Developing Tech; Infrastructure for Technology--Target Tech
Administration and Support Services--Advanced Tech

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Students will have access to electronic databases for research and curriculum support.	Librarian					
	Funding Sources: Local Funds - 0.00					
2) Students will use the library and computer lab for research in all core classes.	Librarian					
	Funding Sources: Local Funds - 0.00					
3) The library will maintain current library management software.	Librarian					
	Funding Sources: Local Funds - 0.00					
4) The campus will maintain and update the electronic student management system.	Registrar					
	Funding Sources: Local Funds - 0.00					
5) The campus will maintain and update an electronic health database.	Nurse					
	Funding Sources: Local Funds - 0.00					
6) The campus will maintain and update a campus website.	Campus Web Master					
	Funding Sources: Local Funds - 0.00					
7) Parents, students, teachers and community members will have access to library information beyond the normal school day. The Librarian will maintain a website that allows parents to access databases, online encyclopedias, Accelerated Reader Home Connection and the Destiny Library Catalog from their home computers.	Principal; Librarian					
	Funding Sources: Local Funds - 0.00					
8) Grade 7-8 students will have access to computer technology.	Principal					
	Funding Sources: Local Funds - 0.00					
9) All professional personnel will meet SBEC standards for technology competencies.	Principal					
	Funding Sources: Local Funds - 0.00					

10) All professional personnel will maintain and update a webpage for parent communication. All teachers will post their weekly lesson plans on the website.	Principal					
	Funding Sources: Local Funds - 0.00					
11) Utilize email to provide daily updates for staff.	Principal					
	Funding Sources: Local Funds - 0.00					
12) Purchase laptop computers, printers, handheld devices to assist with individualized classroom instruction in reading and math.	Technology Director					
	Funding Sources: Local Funds - 0.00					
13) Teachers will use the school provided electronic program to record attendance and grades.	Registrar; Principal					
	Funding Sources: Local Funds - 0.00					
14) Provide staff development opportunities in technology integration strategies.	Instructional Technology Specialist					
	Funding Sources: Local Funds - 0.00					
15) Teachers will continue to use technology to assist them in planning activities and assessments.	Principal					
	Funding Sources: Local Funds - 0.00					
16) All teachers and principal will fill out the Texas Teacher Star Chart.	Principal					
	Funding Sources: Local Funds - 0.00					
17) NJH will send one Core teacher and one Technology teacher to TCEA.	Principal					
	Funding Sources: Local Funds - 0.00					
18) NJH will comply with CIPA (Children's Internet Protection Act) and instruct all students on internet safety.	Computer Teacher					
	Funding Sources: Local Funds - 0.00					
19) NJH will replace outdated laptops with new laptops and/or iPads.	Technology Department					
	Funding Sources: Local Funds - 0.00					
20) NJH Teachers will incorporate Technology TEKS in its regular classroom curriculum.	Principal Teachers					
	Funding Sources: Local Funds - 0.00					
21) NJH will continue the 1:1 Initiative (iPads) in 7th grade and Technology practices that challenge all of our students.	Teachers; Instructional Technology Specialist					
	Funding Sources: Local Funds - 0.00, Instructional Materials Allotment - 0.00, E-Rate Funds - 0.00					
						


Goal 5: NJH will provide a learning experience that promotes a healthy, respectful, and positive environment within the diverse Navarro ISD family.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Participate in Red Ribbon Week activities.	Counselor					
		Funding Sources: Local Funds - 0.00				
2) Provide parent, teacher, and student training on harassment/bullying prevention and sex respect.	Counselor					
		Funding Sources: Local Funds - 0.00				
3) Provide assemblies/programs/speakers to support the message of safe and drug free schools and life choices with High School.	Counselor					
		Funding Sources: Local Funds - 0.00				
4) Provide individual counseling and conflict resolution for at risk students.	Counselor					
		Funding Sources: Local Funds - 0.00, SCE Funds - 0.00				
5) Improve safety by requiring all visitors/substitutes to wear name tags generated by Raptor, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag.	Principal					
		Funding Sources: Local Funds - 0.00				
6) Improve school safety by conducting lockdown drills in addition to regular fire drills.	Principal					
7) Provide canine drug detection monthly for grades 7 and 8.	Principal					
		Funding Sources: Local Funds - 0.00				
8) Provide "Character Counts" education program.	Counselor					
		Funding Sources: Local Funds - 0.00				
9) Perform background checks on all parent volunteers.	Human Resources Manager					
		Funding Sources: Local Funds - 0.00				
10) Provide video library for parents to check out materials on bullying/harassment prevention.	Counselor					
		Funding Sources: Local Funds - 0.00				

11) NJH will utilize parental involvement/engagement Newsletter as a way to communicate with parents.	Principal					
	Funding Sources: Title I Funds - 0.00					
12) Counselor will instruct students in anger management strategies.	Counselor					
	Funding Sources: Local Funds - 0.00					
13) Students will complete behavior packet while in campus detention hall, Saturday School and ISS.	Principal Assigned Teachers					
	Funding Sources: Local Funds - 0.00					
14) Students will attend an Abstinence Program in grades 7 and 8.	Counselor; Nurse; SHAC Committee					
	Funding Sources: Local Funds - 0.00					
15) Counselor will collaborate with outside agencies and refer students and their families when appropriate.	Counselor					
	Funding Sources: Local Funds - 0.00					
16) A core team of certified personnel will be assigned to handle students who are in need of crisis prevention/intervention.	Counselor					
	Funding Sources: Local Funds - 0.00					
17) Continue supervision at lunch, before school and after school with assigned duty stations.	Principal					
	Funding Sources: Local Funds - 0.00					
18) Counselor will provide conflict resolution and social skills training to students who exhibit a need.	Counselor					
	Funding Sources: Local Funds - 0.00					
19) Counselor will provide immediate intervention with students in crisis situations.	Counselor					
	Funding Sources: Local Funds - 0.00					
20) NJH will work with the Texas School Safety Center and Guadalupe Juvenile Probation office to schedule assemblies on how to deal with bullies and peer pressure.	Counselor					
	Funding Sources: Local Funds - 0.00					
21) Make learning materials available to students relating to local history and heritage in the junior high school library.	Principal; Librarian					
	Funding Sources: Local Funds - 0.00					
22) NJH will provide students with a variety of activities to advance character growth, student wellness, fitness and nutrition with leadership provided by the School Health Advisory Committee (Catch Program).	SHAC; Principal Nurse Health Teacher					
	Funding Sources: Local Funds - 0.00					
23) Continue implementation of a concussion over sight team. (COT)	Athletic Trainer; COT					
						






Goal 6: Parent Involvement: NJH will have well-informed students, parents, staff, and community members who actively support and participate in our schools.

Performance Objective 1: Parent Involvement: NJH will have well-informed students, parents, staff, and community members who actively support and participate in our schools.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	Principal					
		Funding Sources: Local Funds - 0.00				
2) Parents and community members will be informed of school activities and performance on district website; campus newsletter, Facebook, Twitter and K-12 Alerts.	Web Master; Director of Information Services; Principal					
		Funding Sources: Local Funds - 0.00				
3) Parent surveys will be sent out annually to determine strengths/weaknesses/satisfaction levels.	Chief Instructional Officer					
		Funding Sources: Local Funds - 0.00				
4) Organize a parent volunteer network.	Counselor					
		Funding Sources: Local Funds - 0.00				
5) Continue to notify parents on all discipline referrals.	Principal					
		Funding Sources: Local Funds - 0.00				
6) Increase participation in parent portal (online grade book) through a schedule mail out, campus newsletter, and hosting parent meetings.	Principal; PEIMS Clerk					
		Funding Sources: Local Funds - 0.00				
7) NJH will utilize a call out system for emergency notification.	Director of Technology					
		Funding Sources: Local Funds - 0.00				
8) Teachers will maintain updated web-pages to include lesson plans and contact information.	Teachers; Principal					
		Funding Sources: Local Funds - 0.00				
9) NJH will explore the implementation of a mentoring program.	Principal					
		Funding Sources: Local Funds - 0.00				

10) NJH will develop a parental involvement group such as PTO, IPads etc.	Principal	Monthly meeting, sign in sheets, minutes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Navarro Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.40.041.7.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199.11.6119.40.041.7.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$23,225.00
199.11.6122.40.041.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
199.11.6129.40.041.7.24.0.00	6129 Salaries or Wages for Support Personnel	\$7,183.00
199.11.6141.40.041.7.24.0.00	6141 Social Security/Medicare	\$437.00
199.11.6142.40.041.7.24.0.00	6142 Group Health and Life Insurance	\$1,361.00
199.11.6144.40.041.7.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,270.00
199.11.6146.40.041.7.24.0.00	6146 Teacher Retirement/TRS Care	\$703.00
6100 Subtotal:		\$35,929.00
6300 Supplies and Services		
199.11.6399.00.041.7.24.0.00	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$1,500.00
6400 Other Operating Costs		
199.11.6411.00.041.7.24.0.00	6411 Employee Travel	\$250.00
6400 Subtotal:		\$250.00

SCE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	8			\$0.00
1	1	10			\$0.00
2	1	2			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
3	1	5			\$0.00
5	1	4			\$0.00
Sub-Total					\$0.00
SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
E-Rate Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	21			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00