

Navarro Independent School District
Navarro Intermediate School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Navarro ISD
Where Excellence is the Standard...

Board Approval Date: December 14, 2015
Public Presentation Date: December 14, 2015

Mission Statement

To provide a secure learning environment supported by parents and community, integrated with current technology and strengthened by creativity, for all students to be empowered with academic, social, and critical thinking skills necessary to become lifelong learners and productive citizens.

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 2015

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
- Aesthetics

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

Indicators of Success:

- Competitive compensation
- Broaden teacher certifications
- Develop and implement technology utilization

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 and strategies meet the needs of individual students
- 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Intermediate Student Demographics

Total Students	414
African American	1.4%
Hispanic	42.5%
White	53.9%
American Indian	0.2%
Asian	0.2%
Two or More Races	1.7%
Economically Disadvantaged	35.7%
English Language Learners	1.7%
Attendance Rate	96.7%

Navarro Intermediate Program Enrollment

	State	District	Campus
Bilingual/ESL	17.8%	2.6%	1.7%
Gifted and Talented	7.6%	7.4%	8.2%
Special Education	8.5%	7.4%	6.8%

Navarro ISD Staff Experience

	% - NISD	% - State	% - Campus
Beginning Teachers	6.4%	8.5%	7.6%
1-5 Years	20.5%	26.1%	20.5%
6-10 Years	17.7%	22.6%	16.3%
11-20 Years	34.5%	26.9%	44.8%
Over 20 Years	20.8%	16.0%	10.7%

Demographics Strengths

1. Supportive and Involved Community and Parent Groups at the Campus
2. Growing Population
3. 100% Highly Qualified Staff
4. Strong Gifted and Talented Population

Demographics Needs

1. Additional support for ELL/ESL students as the population grows
2. Increased academic interventions for Special Education in Reading and Writing
3. New and enhanced facilities to accommodate population growth

Student Achievement

Student Achievement Summary

State Testing (STAAR) Performance and Goals

4th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	88%	78%	74%	85% (+8)
Hispanic	80%	63%	69%	80% (+17)
White	94%	88%	85%	90% (+2)
Eco. Dis.	84%	58%	65%	75% (+17)
5th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	87%	88%	78%	90% (+2)
Hispanic	84%	83%	73%	87% (+5)
White	91%	92%	89%	93% (+1)
Eco. Dis.	80%	73%	70%	80% (+7)
Special Education		20%	44%	
6th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	92%	92%	76%	93% (+1)
Hispanic	93%	88%	69%	90% (+2)
White	92%	93%	88%	94% (+1)
Eco. Dis.	88%	79%	67%	85% (+6)
4th Writing	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	74%	74%	70%	80% (+6)
Hispanic	64%	58%	65%	75% (+17)
White	80%	84%	78%	90% (+6)
Eco. Dis.	57%	55%	61%	75% (+20)
4th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	88%	89%	73%	91% (+2)
Hispanic	77%	87%	70%	90% (+3)
White	97%	90%	83%	92% (+2)
Eco. Dis.	82%	79%	66%	85% (+6)

5th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	94%	92%	79%	94% (+2)
Hispanic	93%	88%	76%	90% (+2)
White	98%	95%	87%	95% (0)
Eco. Dis.	94%	83%	72%	85% (+2)
Special Education		40%	48%	
6th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	95%	97%	75%	97% (0)
Hispanic	92%	98%	71%	97% (0)
White	97%	97%	86%	97% (0)
Eco. Dis.	90%	93%	67%	95% (+2)
Special Education		83%	44%	
5th Science	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	83%	86%	72%	90% (+4)
Hispanic	75%	75%	66%	80% (+5)
White	93%	95%	85%	95% (0)
Eco. Dis.	70%	71%	62%	80% (+9)
Special Education		50%	41%	

State Testing (STAAR) **Level III: Advanced Performance** and Goals

4th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	27%	24%	21%	27% (+3)
Hispanic	15%	19%	14%	22% (+3)
White	40%	27%	33%	30% (+3)
Eco. Dis.	9%	8%	12%	15% (+8)
5th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	20%	40%	24%	40% (0)
Hispanic	20%	28%	16%	30% (+2)
White	21%	49%	37%	50% (+1)
Eco. Dis.	4%	17%	14%	20% (+3)
6th Reading	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals

All	19%	25%	19%	30% (+5)
Hispanic	14%	21%	12%	30% (+9)
White	21%	31%	30%	40% (+9)
Eco. Dis.	12%	5%	10%	20% (+15)
4th Writing	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	4%	5%	7%	7% (+2)
Hispanic	3%	4%	4%	7% (+3)
White	6%	6%	10%	10% (+4)
Eco. Dis.	2%	4%	3%	7% (+3)
4th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	33%	28%	17%	30% (+2)
Hispanic	21%	15%	12%	18% (+3)
White	44%	37%	26%	40% (+3)
Eco. Dis.	20%	6%	10%	15% (+9)
5th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	31%	36%	18%	36% (0)
Hispanic	25%	21%	13%	25% (+4)
White	40%	48%	26%	50% (+2)
Eco. Dis.	8%	12%	11%	15% (+3)
6th Math	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	29%	27%	14%	30% (+3)
Hispanic	18%	21%	8%	25% (+4)
White	36%	29%	21%	30% (+1)
Eco. Dis.	17%	7%	7%	15% (+8)
5th Science	NIS Scores 2014	NIS Scores 2015	State Scores 2015	NIS 2016 Goals
All	18%	13%	11%	20% (+7)
Hispanic	14%	9%	7%	15% (+6)
White	24%	17%	19%	25% (+8)
Eco. Dis.	4%	2%	5%	8% (+6)

Student Achievement Strengths

Our strengths in the area of student achievement are:

Math scores are well above state averages with significant scores in 6th grade Mathematics - 97% of all students!

Science scores are above state averages and continue to improve.

Reading scores are above state averages in every area.

Student Achievement Needs

Our student achievement needs are in the areas of:

- 1) Writing - while we are above state averages in all areas except for hispanic and economically disadvantaged subgroups, our performance needs to improve in all areas.
- 2) Advanced performance levels in reading, writing, math, and science can be improved.
- 3) Reading performance can be improved.
- 4) Increased performance in Reading and Math test scores for the Special Education Population

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). TCMPC 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. TCMPC provides a Scope and Sequence for each grade level and content area.

Navarro ISD utilizes the Scope and Sequence as a starting point for discussing and guiding the year's instructional focus. Utilizing student instructional data, teachers and administrators are able to examine the scope and sequence and develop an instructional plan for each grading period based on the instructional needs of the students. These guides are referred to as the Year-at-a-Glance (YAG) document. The YAG is designed to provide a coherent sequence of instruction district-wide.

Navarro also utilizes Eduphoria's Aware product to assist in data analysis. Aware utilizes students prior testing data on STAAR or classroom assessments to identify potential instructional needs. Through the use of Quintile reports from Aware, teachers are able to quickly identify students who may need additional support in the mastery of the TEKS. Those students are placed into instructional tiers as demonstrated below to ensure that additional academic support is provided to students in order to master the content. This is part of the District's Response to Intervention (RTI) process to meet the needs of all students.

Through the use of the data tools available with Eduphoria and the curriculum alignment tools provided through the TEKS Resource System, Navarro ISD teachers and administrators are able to effectively and efficiently review classroom or individual student testing data and compare that data to the TEKS to identify potential learning gaps for student populations. Thus creating a framework for assisting teachers in moving all students to Tier 1 instructional levels. This strategy is being implemented district wide to support the closing of achievement gaps among students.

Curriculum development and vertical alignment is supported with a Professional Learning Community structure made up of cross grade level and content area teams. Teams work together to focus on student data and identified needs to adjust the Scope and Sequence according to student needs. In addition, teacher and staff members are able to plan formative assessments, benchmark assessments and other instructional structures to support the advancement of student learning.

The Instructional Services Department includes Special Education Services, Assessment and Data Services, ESL Services, GT Services, Instructional Technology, Behavior Services, Dyslexia Services, Speech Services and 504 Support.

Curriculum, Instruction, and Assessment Strengths

- Development and implementation of Professional Learning Community Teams across grade levels and content areas.

- District plan to vertically and horizontally align curriculum and resources through collaborative teaming in PLC teams.
- Adopted Scope and Sequence through TEKS Resource System
- Professional development structure to support online, face to face and collaborative learning.
- Experienced workforce of teachers with advanced degrees to support student instruction.

Curriculum, Instruction, and Assessment Needs

- Development of a structured Response to Intervention process
 - Identified resources for use at Tier II and Tier III
 - Professional development for teacher and staff to support student needs at Tier II and Tier III
 - Standardized monitoring processes to support student progress
 - Standard documentation methods for tracking student progress among RTI Tiers.
- Development of a Technology Competency Program for Staff
 - Technology Applications TEKS in all K-8 classes
 - Teacher technology integration in the classroom to meet SBEC and National Technology Standards.
 - Integration of technology to support 1:1 initiatives at campuses.
- Identification of data collection products/methods to assist the tracking of students progress and increase testing scores for Special Education, ESL/LEP and At-Risk students.
- Identify targeted Professional Development for campus faculty, staff and administration to increase student performance levels in the Special Education, ESL/LEP and At-Risk populations.

Family and Community Involvement

Family and Community Involvement Summary

Navarro Intermediate received a recognized rating in the HB 5 Community and Student Engagement ratings. Some of the offerings at the Intermediate include Meet the Teacher, monthly newsletters, parent list serve e-mails, music concerts, K-12 alerts, Remind Text notifications, Mid-Texas Symphony, and an annual food drive.

Family and Community Involvement Strengths

Our rating from the district HB 5 Committee went from Recognized in 2014 to Exemplary in 2015. This year student recognitions each six weeks have been added as well as an Intermediate school choir and Art showcase.

Family and Community Involvement Needs

We will continue to strive meet family and community needs and look to offer more events at school to make the school environment a more welcoming atmosphere.

Technology

Technology Summary

Navarro Intermediate School is fully connected to the outside world via fiber to the district and then to Region 13. All classrooms have at least 4 network drops. Each classroom has a main computer and 3 virtual computers. Teachers have a smartboard, document camera, iPad and laptop to use in their rooms. Thanks to grants from the Navarro Education Foundation many classrooms have multiple iPads and iPods to use in their rooms. The campus has wireless capabilities, although coverage is spotty.

Technology Strengths

- Network Access
- Multiple computers per classroom.
- 2 computer labs
- Mounted projectors in most classrooms
- Mounted smartboards
- Document cameras
- iPads
- iPods lab
- Individual printers
- 2 color printers
- 2 scanner/copiers
- Mounted cameras for security

Technology Needs

- Additional security cameras
- Mounted monitor for security system
- Additional iPads
- Additional desktop computers in each classroom
- Update Document Cameras

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

- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- 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
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- Gifted and talented data
- Dyslexia 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 department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology 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

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: NIS will attain an attendance rate of 97.0%. NIS will support intervention processes and differentiated instruction for special needs students.

Summative Evaluation: Attendance Rate; Parent Survey; 2016 Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Warning letters for excessive absences will be sent to parents prior to a loss of credit or truancy charges being filed.		Principal/ PEIMS Clerk	Attendance reports				
Funding Sources: Local Funds							
2) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee.		Principal; Attendance Committee	Improved communication regarding the importance of attendance				
Funding Sources: Local Funds							
3) Incentives will be given to students with good attendance at each 6 weeks.		Principal	Attendance reports				
Funding Sources: Local Funds							
4) Legal recourse will be used where attendance laws are violated.		Principal	Attendance reports				
Funding Sources: Local Funds							
5) The campus will maintain and update the electronic student information management system.		Registrar	Data audit-100% of all contact information be entered into the system by due date, PEIMS submission				
6) Daily announcements for staff will have student absences listed.	1	Principal; Campus Secretary; Campus Registrar	Daily Announcements				
7) The campus will support the newly created Functional Academic and academic support classes for students who qualify.		Principal, Sp Ed teachers	STAAR scores; STAAR ALT scores; Surveys; Student Success				
Funding Sources: SPED Funds							
8) The campus will support adaptive behavior unit for behaviorally challenged students.	9	Principal; Special Education Staff	Discipline reports, Grades, Test scores				
Funding Sources: SPED Funds							
Critical Success Factors CSF 5	1, 2, 5	Principal; 4th grade teachers; parent volunteers	Camp presentation; Attendance at camp				
9) Fourth grade students will attend HEB camp in Leakey, TX to promote student growth, team building, and educational opportunities.							





10) Student sign out sheets will be completed on an individual basis.		Registrar; Secretary	Individual student sign out sheets				
11) The campus will support the new Special Olympics program.		Special Olympics Coaches	Campus participation in Special Olympics.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: NIS will promote a safe school environment, consistent counseling program, student wellness, provide character development opportunities, and teach an appreciation for the local community and its heritage.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Counselor will support implementation of the 7 Habits of Highly Effective Kids and Teens curriculum in the classroom. Bullying/Sexual Harassment issues will be covered also.	1	Counselor; Teachers	Teacher surveys/ Discipline referrals				
Funding Sources: Local Funds							
2) Campus will participate in Red Ribbon Week activities.		Counselor	Parent surveys				
3) Teachers will follow a consistent standard for office referrals and expectations for student behaviors.		Principal	Discipline referrals ; Parent/ Teacher surveys				
Funding Sources: Local Funds							
4) Provide positive behavioral supports (awards) for students.		Principal; Teachers	PEIMS 425 record				
Funding Sources: Local Funds							
5) Maintain the number of staff trained in CPI.		Director of Special Education	Number of certified staff				
Funding Sources: SPED Funds							
6) Campus will utilize two way communication (radios) in daily safety practices as well as any crisis situation.		Principal	Safety drills				
Funding Sources: Local Funds							
7) History of local community will be covered in 4th grade Texas History classes.		4th grade Texas History Teachers	Student performance on unit				
Funding Sources: Local Funds							
8) Annual fitness-gram results will be sent home with final report card.		Principal	Report card mailing				
Funding Sources: Local Funds							
9) Counselor will provide conflict resolution and social skills training to students who exhibit a need.		Counselor	PEIMS 425 record				
Funding Sources: Local Funds							
10) Counselor will provide crisis intervention for individual students.		Counselor	Parent surveys				
Funding Sources: Local Funds							
11) Counselor and nurse will collaborate with community resources to provide services to students and families in need.	6	Counselor; Nurse	Parent surveys				
Funding Sources: Local Funds							
12) Counselor will coordinate any mentoring programs available to Navarro Intermediate students (Parent Volunteers, NHS Seniors, PALS, etc.).	6	Counselor	Grades; Discipline referrals; Surveys				
Funding Sources: Local Funds							


13) A gender based lesson on maturation will be taught in 4th, 5th, and 6th grade PE classes.		Counselor, PE Teacher, Nurse	Student evaluation				
	Funding Sources: Local Funds						
14) Support implementation of physical education curriculum and PE staff. (lifetime fitness, etc.) CATCH program with a special CATCH week in December.		Principal; Nurse; PE Teacher	Fitness Gram scores				
	Funding Sources: Local Funds						
15) The campus will maintain and update an electronic health database.		Nurse	Data audit- 100% of all shot records and medical information be entered into the system by due date.				
	Funding Sources: Local Funds						
16) Bullying and Sexual Harassment issues will be covered through Counselor curriculum.		Counselor; Teachers	Teacher surveys; Discipline referrals				
	Funding Sources: Local Funds						
17) 6th Grade students will receive a program on cyber-bullying through Guadalupe County Juvenile Probation Dept.		6th teachers; Counselor	Student discipline reports				
	Funding Sources: Local Funds						
18) Students will be offered opportunity to participate in Chess Club.		District Technology; Teachers	Surveys Student Participation				
	Funding Sources: Local Funds						
19) Campus will support Destination Imagination teams.		Principal Parent coaches	Surveys Student Participation				
	Funding Sources: Local Funds						
20) Seven Habits theme will be displayed in front office, hallway, and be a focus area for the campus during the first two weeks of school.	6	Principal; Counselor; Teachers	Lesson Plans; Parent Surveys				
	Funding Sources: Local Funds						
21) Leaders of the Month will be selected by grade level and displayed in the front hallway.	6	Principal; Counselor; Teachers	Selection of Leaders of the Month				
	Funding Sources: Local Funds						
22) Campus will support the Let's Go Running Club that continues to meet once a week until 4:30 PM. The club will promote healthy eating and exercise for a healthy lifestyle.		Teachers volunteers and parent volunteers	SHAC documentation Active student participation				
	Funding Sources: Local Funds						
23) Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to; lock-downs, tornado/weather, and fire.		Principal	Log of campus drills				
	Funding Sources: Local Funds						
24) Utilize identification security measures and maintain security cameras.		Principal; Secretary	Use of RAPTOR; Visitor Logs; Security Camera operations.				
	Funding Sources: Local Funds						
25) Sixth grade students will participate in the DARE program through a partnership with the Seguin Police Department.		Principal; 6th grade teachers; Seguin PD	Attendance logs; DARE Graduation; surveys				
	Funding Sources: Local Funds						
26) Sixth grade students will have the opportunity to participate in Tennis, Art, and Chess Club during Panther Time.		Counselor; Teachers	Panther Time Rosters				
	Funding Sources: Local Funds						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 3: NIS will responsibly manage its budget and conserve energy.






Summative Evaluation: 2016 Data Analysis

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Campus will stay within adopted budget amounts and follow purchase order procedures.		Principal, Campus Secretary	Budget report				
	Funding Sources: Local Funds						
2) Campus energy consumption will be conserved through Schneider conservation measures.		Maintenance Dept., Principal, Staff	Budget report				
	Funding Sources: Local Funds						
							

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

Performance Objective 4: NIS will maintain a variety of open communications between the staff, parents, students and community members.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	6	Principal	Parent attendance at site-based meetings.				
Funding Sources: Local Funds							
2) Parents and community members will be informed of school activities and performance on campus web site.	6	Campus Webmaster	Parent Surveys				
Funding Sources: Local Funds							
3) Parents will be informed of school activities in a monthly campus newsletter, website, Facebook, Twitter and through K-12 alerts.	6	Principal; Counselor; Secretary	Parent Surveys				
Funding Sources: Local Funds							
4) Provide written information to parents in their native language whenever possible, bilingual assistance at trainings/meetings.	6	Principal	Parent Surveys				
Funding Sources: Local Funds							
5) Continue to collaborate with PTO for Navarro Intermediate School.	6	Principal; Grade Level PTO Representatives	Parent Surveys				
Funding Sources: Local Funds							
6) Teachers will maintain communication with parents through classroom websites, email, REMIND text alerts, and telephone calls.	6	Teachers	Parent Surveys				
Funding Sources: Local Funds							
7) Provide parent involvement activities, such as teacher parent community educational nights on campus (Meet the Teacher, Book Fair Night, Art Showcase, and Choir Performance).	6	Principal; Counselor	Sign In Sheets				
Funding Sources: Local Funds, Title I Funds							
8) Teachers will post lesson plans on websites and grades for Tx Connect access on a weekly basis.	6	Principal; Teachers	Parent Surveys; PDAS				
Funding Sources: Local Funds							
9) The campus will maintain and update a campus website.	6	Campus Webmaster	Statistical reports; Parent Surveys				
10) All professional personnel will maintain a webpage for parent communication.	6	Principal	Lesson plans; Observations				
11) Increase participation in TxConnect (online grade book) sign up at Meet the Teacher Night, through campus newsletters, and at Student Support Committee Meetings.	6	PEIMS Clerk; Principal	Parent Survey; Parent Portal Report				
Funding Sources: Local Funds							

12) The campus will comply with CIPA (Children's Internet Protection Act). All students will receive internet safety instructions through the Library and Computer Classes. The campus newsletter will address Internet Safety for parents.	6	Technology Teacher; Principal Instructional Technologist	Parent Survey; Campus Newsletter				
	Funding Sources: Local Funds						
13) Students will receive basic internet safety training within the first three weeks of school.	6	Librarian; ELA Teachers Instructional Technologist	Community survey				
	Funding Sources: Local Funds						
14) Parents, students, teachers, and community members will have access to library information beyond the normal school day. The librarian will maintain a website allowing access to databases, online encyclopedias, AR home connection, and Destiny Library Catalog from home PC.	6	Principal, Librarian					
	Funding Sources: Local Funds						
15) Campus will maintain a Facebook page for NIS.	6	Principal; Counselor	FB page				
16) DrumFit will be used in 5th grade PE.		PE Teacher	Classroom walkthroughs; spring presentation by students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 5: The campus will continue the process of master planning of facilities to prepare for district and community growth.






Summative Evaluation: Growth and Planning Meetings, building projects, and plan development for the new Intermediate school.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Work closely with campus teachers, a building committee, architecture personnel, the superintendent, and engineers in the design of the new campus building associated with the bond project.		Superintendent; Principal; Campus Teachers	Completed campus design for the new campus building				
							

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

Performance Objective 1: NIS will hire highly qualified teachers and maintain its teacher retention rate by providing relevant professional development and mentoring new teachers.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) All professional personnel will meet standards for technology competencies of 8th grade TEKS.		Principal Instructional Technologist	PDAS; Texas Teacher Star Chart				
Funding Sources: Local Funds							
2) Provide staff development opportunities in technology integration strategies.	4	Principal, Instructional Technologist, Campus Librarian	At least 90% approval on parent surveys, Data Audit- 100% of staff will have monthly updated pages on or by the 25th of the month				
Funding Sources: Local Funds							
3) Send at least 1 teacher and computer teacher to TCEA state conference.		Principal	Each teacher attending will give a presentation to their campus by April 2014				
4) All teachers and paraprofessionals will meet state and federal guidelines for certification.		Principal	HQ Teacher Report				
Funding Sources: Title II Funds, Local Funds							
5) New staff will receive orientation training.	4	Chief Instructional Officer	Teacher Retention Rate				
Funding Sources: Local Funds, Title II Funds							
6) New teachers will be provided mentoring and additional assistance.	4	Principal; Mentor Teacher	Teacher Retention Rate				
Funding Sources: Local Funds							
Critical Success Factors CSF 7	4	Principal, ISD administration	Teacher participation				
7) Campus will support and encourage teacher participation in district wide book studies and incorporate campus book studies.	Funding Sources: Local Funds, Title II Funds						
Critical Success Factors CSF 4	4	Principal; Chief Instructional Officer	PLC Notes				
8) Campus will support meetings of PLC groups across the campus and district.							

<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>9) Campus will continue Functional Friday meetings monthly with grade level teachers and team leader meetings bi-monthly with grade level leaders.</p>	4	Principal	Agendas and Notes from Functional Friday and Team Leader Meetings				
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>10) Attendance incentives will be offered for teachers.</p>		Principal	Attendance monitoring through AESOP				
<p>11) Campus will provide opportunities for teachers to obtain certifications in high need areas.</p>		Principal	Certification completion by teachers.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






Performance Objective 1: NIS will make significant progress toward increased student achievement in all four indices and prepare for met standard with designation distinctions in 2016.

Summative Evaluation: 2016 State Accountability Summary

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will use benchmarks to include common assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions.</p>	8	Classroom Teachers	Failure rate; STAAR scores				
	Funding Sources: Local Funds						
<p>2) All students who have not passed practice tests or assessments will receive intensive remediation.</p>	9	Principal; Grade Level Teachers; Title I Support	STAAR scores				
	Funding Sources: Title I Funds, SCE Funds, Local Funds						
<p>3) Student Support Committee meetings will be held with the parents of any student failing one or more classes.</p>	9	Counselor; Grade Level Teachers	Failure; retention rate				
	Funding Sources: Local Funds						
<p>4) Ensure that eligible students receive appropriate interventions through RTI process.</p>	8	Principal; Counselor; Student Support Committee	Student Support Committee; STAAR; Grades				
	Funding Sources: Local Funds						
<p>5) Staff will provide supplemental reading instruction and remediation through Read 180.</p>	8	Principal; Reading Intervention Specialist	STAAR scores; Grades				
	Funding Sources: Title I Funds, Local Funds						
<p>6) Inclusion support staff will provide teacher assistance as well as in-class and pull-out support for at risk and learning disabled students.</p>	9	Inclusion Support Staff	STAAR scores; Grades; Teacher surveys				
	Funding Sources: Title I Funds, SPED Funds, SCE Funds						
<p>7) Support Programs (i.e., Title I; tutorials, special ed., ESL, counseling) will provide individualized assistance to at risk students.</p>	8	Principal; Counselor; Staff	STAAR scores; Grades; Teacher surveys				
	Funding Sources: Local Funds, Title I Funds, SCE Funds, SPED Funds						
<p>8) Provide before and after school FOCUS Program for at risk students.</p>	9	FOCUS Lab Staff	Failure rate; STAAR scores				
	Funding Sources: Title I Funds, SCE Funds, SPED Funds						

9) Elective teachers will include state testing strategies in lessons.	1	Principal; Elective Teachers	STAAR scores				
	Funding Sources: Local Funds						
10) Identify migrant students and provide information to ESC 13 so they can receive appropriate services.		Registrar; Chief Instructional Officer	Grades; Test scores; Attendance rate				
	Funding Sources: Local Funds						
11) Purchase supplemental materials to assist with individualized classroom instruction in reading/writing/ math/science.	8	Chief Instructional Officer Director of Information Services	STAAR scores; Teacher surveys				
	Funding Sources: Title I Funds, Local Funds, SCE Funds, SPED Funds						
12) Support for TEKS Resource System curriculum will be provided (more assessment at application level).	8	ESC 13; Chief Instructional Officer; Principal	STAAR scores				
	Funding Sources: Local Funds						
13) Navarro Intermediate is in a shared services arrangement with Region XIII for professional development, instructional resources, and teacher support for ESL students.		Chief Instructional Officer; ESL Teachers	TELPAS scores; STAAR scores				
	Funding Sources: Local Funds						
14) Utilization of Accelerated Reading will become standardized across grades 4-5.		Chief Instructional Officer, ELA teachers	Grades, Parent surveys STAAR scores				
	Funding Sources: Local Funds						
15) Differentiation strategies will be incorporated throughout the curriculum.		Principal; Teachers	STAAR scores; Teacher surveys				
	Funding Sources: Local Funds						
16) 6th Grade students will participate in Junior Achievement Park Activities.		Counselor; 6th Grade Teachers	Lesson Plans				
	Funding Sources: Local Funds						
17) Campus will utilize Instructional Technologist to increase integration of technology into classrooms.		Principal; Instructional Technologist	Survey Results; Teacher lesson plans				
	Funding Sources: Local Funds						
18) NIS will implement STEMscopes in 4th through 6th grade Science classes	1	Principal; Science teachers	Students performance; 5th STAAR Science scores				
19) Utilize current software to enhance student achievement on state test and in the classroom (i.e. Accelerated Reader and iXL Math).	1	Librarian, Title I, Teachers, Computer Teacher	State test scores will reflect intervention.				
	Funding Sources: Title I Funds, Local Funds						

20) Students will have access to electronic databases.		Librarian, Title I, Teachers, Computer Teacher	90% of the students will do a project using databases.				
Funding Sources: Local Funds							
21) The library will maintain current library management software.		Librarian	Usage reports: Texas Campus Star Chart; Texas Teacher Star Chart				
Funding Sources: Local Funds							
22) Teachers will integrate Technology TEKS into core classes.		Principal	Students will exceed expectations on a state and locally developed Benchmark Test.				
Funding Sources: Local Funds							
23) Teachers will receive professional development based on identified needs.	3	Principal	PDAS; Texas Teacher Star Chart				
Funding Sources: Title II Funds, Local Funds, SPED Funds							
24) Professional development activities will include: TEKS Resource System subject/grade level training; curricular objectives; technology / technology integration; emergency procedures; RTI; instructional strategies for special populations.	4	Principal; Chief Instructional Officer	At least 95 % approval on teacher surveys				
Funding Sources: Title II Funds, Local Funds, SPED Funds							
Critical Success Factors CSF 3 CSF 6	4	Principal; Teachers	At least 95 % approval on teacher surveys				
25) Functional Friday will occur every other Friday for the principal and teachers to meet during planning periods to review curriculum planning, assessments, and remediation efforts.	Funding Sources: Local Funds						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	1	Principal; 4th ELA teachers; SpEd teacher	Grade Reports; STAAR Results				
26) Campus will support the implementation of NJWP (Abydos) through all 4th grade ELA classes across all demographic and educational need groups and subgroups.	Funding Sources: Local Funds						
27) Campus will support the Problem-Solving teacher for 4th grade and elective class to incorporate real world activities and problems into the student's routine.	1	Principal; Problem Solving Teacher	Grade Reports				
Funding Sources: Local Funds							
28) Campus will support the Art teacher in order to incorporate Fine Arts offerings for students.		Art Teacher; Principal	Grade Reports				
Funding Sources: Local Funds							
29) The campus will support 6th grade Honors Math curriculum and classes.		Principal; 6th Grade Honors Math Teachers	Grade Reports; STAAR Scores Level III performance				
Funding Sources: Local Funds							
30) The campus will support the newly created Computers class for 5th grade students.		Principal; Instructional Technologist	Grade Reports; Computer Literacy Skills				

31) Fourth grade students will participate in a targeted writing academy.		Principal;4th grade teachers	Attendance logs; STAAR Results				
32) RTI process will be revamped and all students will be scheduled into Panther Time (45 minutes daily).		Principal; Counselor: Teachers	Panther Time Rosters; STAAR Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for Navarro Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.40.102.6.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,743.00
199.11.6122.40.102.6.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.102.6.24.0.00	6129 Salaries or Wages for Support Personnel	\$18,878.00
199.11.6141.40.102.6.24.0.00	6141 Social Security/Medicare	\$616.00
199.11.6142.40.102.6.24.0.00	6142 Group Health and Life Insurance	\$4,454.00
199.11.6144.40.102.6.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,569.00
199.11.6146.40.102.6.24.0.00	6146 Teacher Retirement/TRS Care	\$1,171.00
6100 Subtotal:		\$58,931.00
6300 Supplies and Services		
199.11.6399.00.102.6.24.0.00	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$1,500.00

Title I

Schoolwide Program Plan

Grade level teachers meet once a month during Functional Friday to discuss data and make necessary adjustments to instruction and intervention services. Team leader meetings are also held bi-monthly to determine needs and target areas for the campus.

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 under-served 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bernadine Martinez	Teacher	Reading Support/Read 180	1.0

2015-2016

Committee Role	Name	Position
Administrator	Bobbi Supak	Principal
Business Representative	Tammy Harborth	
Classroom Teacher	Lisa Barry	Teacher
Classroom Teacher	Jeff Schwertfeger	Teacher
Classroom Teacher	Janet Thompson	Teacher
Community Representative	Linda Dreibrodt	
District-level Professional	Alissa Elley	Director of Information Services
District-level Professional	Charles Sanford	Instructional Technologist
Non-classroom Professional	Tami Monroe	Counselor
Parent	Nicole Francis	
Parent	Carma Sheffler	

Campus Funding Summary

Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
3	1	23			\$0.00
3	1	24			\$0.00
Sub-Total					\$0.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
3	1	19			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00

1	2	3			\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	2	16			\$0.00
1	2	18			\$0.00
1	2	20			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
1	4	14			\$0.00

2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	1	14			\$0.00
3	1	15			\$0.00
3	1	16			\$0.00
3	1	17			\$0.00
3	1	19			\$0.00
3	1	20			\$0.00
3	1	21			\$0.00
3	1	22			\$0.00
3	1	23			\$0.00
3	1	24			\$0.00
3	1	25			\$0.00

3	1	26			\$0.00
3	1	27			\$0.00
3	1	28			\$0.00
3	1	29			\$0.00
Sub-Total					\$0.00
SCE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
Sub-Total					\$0.00
SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	8			\$0.00
1	2	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
3	1	23			\$0.00
3	1	24			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

District Name:	<i>Navarro ISD</i>
Campus Name:	<i>Navarro Intermediate</i>

CAMPUS - Data Analysis Summary

Instructions:	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform your campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section IV (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
Definition/Purpose:	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of Findings:	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

Section I - General Questions

Is your campus identified as Improvement Required in the state accountability system?	No
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

Section II - Index Questions

Index 1 - Student Achievement	Did your campus meet standard for Index 1?	Yes, with an index score greater than 5 points above target (Non-AEA 66 or higher; AEA 41 or higher)					
	Which student group(s) is(are) in greatest need of improvement? (Reminder: System safeguards data can help with this analysis.) * See help box for score details.	?	Student Group	Content Area			
		American American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
		Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education		<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics		
<Provide any additional information here.>							
Index 2 - Student Progress	Did your campus meet standard for Index 2?	Yes					
	If your campus met Index 2 target, then you do not need to answer this question.						
	If your campus missed Index 2 target, which student group(s) is(are) in greatest need of improvement in terms of growth? (Reminder: Consider the exceeded progress component as well as made progress when answering.)	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races					
	If your campus missed Index 2 target, which student group(s) contributed to missing the Index 2 target?	<input type="checkbox"/> Students who failed in 2014 and failed in 2015 <input type="checkbox"/> Students who passed in 2014 and passed in 2015 <input type="checkbox"/> Students who were at Level III performance in 2014 and scored a Level II performance in 2015 <input type="checkbox"/> Other					
<Provide any additional information here.>							

Index 3 - Closing Achievement Gaps	Did your campus meet standard for Index 3? <i>*see help box for score details</i>	?	Yes, with an index score greater than 2 points above target						
	<i>If your campus Index 3 score was more than 2 points above the index target, then you do not need to answer this question.</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Which student group(s), other than economically disadvantaged, was(were) measured for your campus in Index 3?		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
	Which two ethnic/race student groups will be measured in Index 3 in the 2016 rating?		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races
<Provide any additional information here.>									
Index 4 - Postsecondary Readiness	Did your campus meet standard for Index 4? <i>*see help box for score details</i>	?	Yes, with a non-AEA index score greater than 2 points above target						
	<i>If your non-AEA campus index 4 score was more than 2 points above the Index 4 target, then you do not need to answer this question.</i>		<input type="checkbox"/>	STAAR component-student performance at or above Level II, Final					
	<i>If your AEA campus Index 4 score was more than 5 points above the Index 4 target, then you do not need to answer this question.</i>		<input type="checkbox"/>	Graduation Rate					
	Which component(s) of Index 4 contributed to your campus missing Index 4?		<input type="checkbox"/>	Graduation Plan					
			<input type="checkbox"/>	Postsecondary Indicator					
<Provide any additional information here.>									

Section III - PBMAS

(If your district is not identified in PBMAS, move to section IV)

Select any program area(s) where your district received a performance level (PL) 2 or 3 on a student academic performance indicator in their Performance-Based Monitoring Analysis System (PBMAS) report.	<input type="checkbox"/> BE/ESL <input type="checkbox"/> CTE <input type="checkbox"/> NCLB (Title I, Part A or Migrant) <input checked="" type="checkbox"/> Special Education
How might your campus have contributed to PBMAS area(s) of concern and what correlations can be made between them and your campus' system safeguards?	While our campus had 28 special education students tested in reading and only 36% of those students passed. We are working on interventions to improve our special education reading performance. The correlation with our small number of students contributed to the overall district performance. However, the campus safeguard missed does not appear to be correlated to the District PBMAS report. The campus safeguard was related to economically disadvantaged students performance in writing, as opposed to the district concern of Special Education reading and mathematics on PBMAS.

Section IV- Priority

(If your campus is not identified as a priority school, move to section V)

Which student group(s) contributed to the campus identification as a Priority school?	<input type="checkbox"/> Not Applicable <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education
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Section V - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, **please identify the data sources used when reviewing the campus' processes for each CSF.**

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<p>?</p> <p>The 4th grade teachers identified target areas through STAAR results to include analysis of individual writing samples, benchmark data, and PEIMS end of year information. The team has worked to disaggregate all data sources and make plans for improvements throughout the year. Students are going to be placed in intervention groups based on STAAR reporting category data to target specific student needs.</p>
Use of Quality Data to Drive Instruction	<p>?</p> <p>The 3rd and 4th grade teams met as a PLC for 4 days this summer to align the writing curriculum in grades 3-4. Eduphoria and data walls are being utilized to ensure targeted information to improve scores and utilization of a daily 45 minute intervention for all students.</p>
Leadership Effectiveness	<p>?</p> <p>The 4th grade team has 1 new ELA teacher and 2 returning ELA teachers to plan and integrate writing. As the campus principal, I have contracted with the Writing Academy out of Kemah, Texas to present an expository writing camp to all of our 4th grade students. Also, we are having quarterly staff learning meetings in which a new learning concept will be discussed and introduced to the entire faculty.</p>
Increased Learning Time	<p>?</p> <p>The master schedule has been revisited to include increased minutes for ELA and all students will have ELA prior to lunch. Professional development opportunities for staff has also increased and the 3rd and 4th grade ELA PLC group meets quarterly.</p>
Family and Community Engagement	<p>?</p> <p>The PTO (Parent Teacher Organization) along with the NEF (Navarro Educational Foundational) provide input and financial resources to assist. The team also produces Teaming Tidbits which is a weekly newsletter to parents to notify them of events in the classroom. The team also has parent's cell phone numbers in the Remind App that they utilize to send text messages to parents. The 4th grade team also attended the HEB Foundation Free camp this October to provide varied learning experiences for students.</p>
School Climate	<p>?</p> <p>The campus has Functional Friday meetings in which one Friday a month the team discusses student needs and campus needs. Grade level team meetings take place bi-monthly to increase collaboration amongst all stakeholders.</p>
Teacher Quality	<p>?</p> <p>Attendance incentives for teachers are being utilized. Walk-throughs in teacher classrooms occur a minimum of once per six weeks and one of the target areas for the campus is the evidence of critical writing.</p>

Section VI - Identification of Problem Statements:

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

Problem Statement 1:	At Navarro Intermediate, 52% of the 4th grade Economically Disadvantaged students passed the Writing STAAR.							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			

Problem Statement 2:	<Type your problem statement here.>							
	Which Index(es) does this problem statement address? Campuses may also connect this problem statement to missed/targeted system safeguard(s).	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness	Student Group	Content Area				
			African American	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Hispanic	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			White	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			American Indian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Asian	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Pacific Islander	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Two or More Races	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
			Economically Disadvantaged	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics
Special Education			<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics	
English Language Learners	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Mathematics			