

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

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics



Navarro ISD
Where Excellence is the Standard...

Public Presentation Date: December 18, 2017

Mission Statement

Target: Success

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.

Board Goals 2017-2018

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
Implement the Technology Literacy Proficiency Program to support interactive student learning and technology integration.

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 on state accountability measures
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, as well as demographic groups.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Intermediate is located in Geronimo, Texas with a physical address of Seguin, Texas. The Intermediate campus is comprised of 4th-6th grade students in a single attendance school district of Navarro ISD with an enrollment of approximately 425 students. The ethnic make up for the campus on the 2017 TAPR Report is as follows:

African American - 1.2%

Hispanic - 43.4%

White - 53.4%

Asian - 0.5%

Two or More Races - 1.5%

Other campus demographics are:

Economically Disadvantaged - 38.7%

English Language Learners (ELL) - 3.0%

At-Risk - 30.2%

Special Education - 6.0%

The attendance rate for the 2015-2016 school year was 97.1%. There are 30 teachers and 7 paraprofessionals at Navarro Intermediate. Teachers with Masters degrees make up 24.6% of the teaching staff. Beginning teachers make up 4.7% of the teaching staff. Teachers with 1-5 years of experience make up 16.0% of the teaching staff. Teachers with 6-10 years of experience make up 15.6% of the teaching staff. Teachers with 11-20 years of experience make up 44.1% of the teaching staff. Teachers with over 20 years of experience make up 19.5% of the teaching staff. The student to teacher ratio is 15.7.

Demographics Strengths

Teachers at NIS work diligently to provide students with meaningful instruction that will challenge them in a supportive and positive learning environment. NIS received a rating of Met Standard on the Texas State Accountability System. NIS also received a Distinction Designations in the area of Academic Achievement in Mathematics. Our areas of strength in demographics include:

1. Strong, experienced teaching staff with 63.6% of the staff having over 11 years of teaching experience.
2. Low student retention rate
3. Implementation of weekly Character Education lessons through Target: Success classes
4. Every teacher at NIS is involved in a committee or after school activity

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 52% of our Economically Disadvantaged students met standard on the 4th grade Writing STAAR.

Problem Statement 2: Only 58% of our Hispanic students met standard on the 4th grade Writing STAAR.

Problem Statement 3: The 4th grade class size average is 21.8 and the 6th grade class size average is 23.3, which are slightly higher than the state averages.

Student Academic Achievement

Student Academic Achievement Summary

In 2016-2017 NIS posted scores that were higher than the state average in all areas tested with the exception of 4th grade Writing for Hispanic and Economically Disadvantaged students. NIS Met Standard in all areas, including Student Achievement, Student Progress, Closing the Achievement Gap and Post Secondary Readiness. In planning for the 2017 - 2018 school year, the goals for the campus are listed below.

State Testing (STAAR) Performance and Goals

4th Reading	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	84%	83%	70%	88% (+5)
Hispanic	75%	75%	65%	80% (+5)
White	91%	91%	82%	93% (+2)
Eco. Dis.	73%	70%	61%	80% (+10)
5th Reading	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	91%	92%	82%	95% (+2)
Hispanic	85%	84%	78%	90% (+6)
White	95%	97%	90%	97% (0)
Eco. Dis.	81%	88%	75%	90% (+2)
6th Reading	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	82%	82%	69%	90% (+8)
Hispanic	76%	73%	62%	80% (+7)
White	90%	88%	81%	92% (+4)
Eco. Dis.	65%	66%	58%	80% (+14)
4th Writing	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	85%	69%	65%	85% (+16)
Hispanic	79%	58%	60%	80% (+22)
White	89%	77%	73%	88% (+11)
Eco. Dis.	76%	52%	56%	75% (+25)

4th Math	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	90%	87%	76%	90% (+3)
Hispanic	83%	83%	73%	88% (+5)
White	94%	94%	84%	95% (+1)
Eco. Dis.	83%	79%	69%	88% (+9)
5th Math	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	96%	100%	87%	100% (0)
Hispanic	92%	100%	86%	100% (0)
White	99%	100%	93%	100% (0)
Eco. Dis.	88%	100%	83%	100% (0)
6th Math	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	95%	94%	76%	95% (+1)
Hispanic	90%	86%	72%	90% (+4)
White	99%	99%	87%	99% (0)
Eco. Dis.	91%	87%	68%	92% (+5)
5th Science	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	86%	81%	74%	90% (+9)
Hispanic	78%	73%	69%	85% (+12)
White	93%	87%	85%	93% (+6)
Eco. Dis.	64%	80%	66%	85% (+5)

State Testing (STAAR) **Masters Level Performance and Goals**

Reading	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	30%	27%	19%	32% (+5)

Hispanic	22%	20%	14%	25% (+5)
White	37%	32%	28%	35% (+3)
Eco. Dis.	13%	11%	12%	20% (+9)
Writing	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	28%	10%	12%	20% (+10)
Hispanic	23%	8%	8%	15% (+7)
White	30%	11%	17%	22% (+12)
Eco. Dis.	4%	*%	6%	5% (+5)
Math	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	38%	40%	23%	42% (+2)
Hispanic	23%	29%	18%	35% (+6)
White	48%	49%	31%	52% (+3)
Eco. Dis.	16%	21%	16%	25% (+4)
Science	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	13%	22%	19%	30% (+8)
Hispanic	25%	14%	13%	25% (+11)
White	17%	28%	30%	32% (+3)
Eco. Dis.	16%	*%	11%	18% (+2)

State Testing (STAAR) Met or Exceeds Progress and Goals

Reading	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	70%	65%	59%	70% (+5)
Hispanic	66%	61%	57%	66% (+5)
White	74%	67%	63%	70% (+3)
Eco. Dis.	58%	49%	56%	60% (+11)
Math	NIS Scores 2016	NIS Scores 2017	State Scores 2017	NIS 2018 Goals
All	77%	74%	64%	75% (+1)

Hispanic	73%	68%	62%	72% (+5)
White	80%	78%	67%	82% (+4)
Eco. Dis.	75%	62%	61%	70% (+8)

Student Academic Achievement Strengths

The student achievement scores according to STAAR are very strong at NIS. Some of our strengths are as follows:

1. 100% of our student population met standard on the 5th grade Math STAAR Test.
2. All areas of Reading, Math, and Science exceeded state passing standards.
3. 5th Grade Science scores for Economically Disadvantaged students had an increase of 14% in one academic year.
4. 6th Grade Math scores are 18% higher than state scores.
5. Masters Level STAAR scores are higher than state averages in Reading, Math, and Science.
6. Met or Exceeds Progress Scores on STAAR are higher than state averages.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our STAAR met standard scores for 4th grade Writing for Hispanic (58%) and Economically Disadvantaged (52%) caused us to miss the system safeguard in Writing. Our goals this year are 80%, which is where we were the previous year.

Problem Statement 2: 4th Reading and Math and 6th Math Met Standard scores in STAAR dropped from 3-4% for our Economically Disadvantaged population.

Problem Statement 3: Our Masters Level Performance on STAAR dropped from 2-5% in Reading.

Problem Statement 4: Our met or exceeds progress for Economically Disadvantaged student population is below the state average in both Reading and Math.

School Processes & Programs

School Processes & Programs Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parent and community members in understanding the flow of instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative and uses the TEKS Resource System as a foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide a sequence for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. The TEKS Resources 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. NIS also uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting feature of Aware allows teachers to review in-district 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. NIS also participated in Explicit Instructional training to assist with lesson design that promotes classroom management and engagement.

NIS also uses MAP (Measures of Academic Progress) 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 a school year. This diagnostic tool provides instructional goals for students and helps identify instructional gaps among students, classes and content areas. These assessments are used in combination with STAAR, classroom assessment data and Professional Learning Communities to help make sound instructional decisions focused on student needs.

School Processes & Programs Strengths

The faculty, staff and students at NIS create a welcoming and safe environment for all of our students and staff. Our environment allows us to recruit and retain highly qualified staff. This environment also helps our students and staff flourish in the learning process. All of the staff utilizes data analysis tools, TEKS resources and opportunities for staff development with contributes to a positive environment and allows us to retain both students and staff. Staff members are involved in Professional Learning Communities to assist with vertical and horizontal alignment of curriculum and curriculum resources. Weekly Target: Success lessons delivered through Google Classroom that are designed by the Discipline Committee are helpful in creating common campus language and culture.

A Literacy Committee will be formed to develop a comprehensive literacy program for students K-5. This product is being coached by Region 13 professionals who will also coach individuals on methods and strategies from the Explicit Instruction professional development taking place throughout the school year.

The campus has monthly Functional Friday meetings with all core staff and implemented yellow STAAR folders for each teacher where documentation of all testing and academic process is quickly accessible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of vertical alignment of Reading program K-5 causes our Reading scores to remain flat or drop annually.

Perceptions

Perceptions Summary

NIS values strong working relationships with our stakeholders. We continue to work to provide our students with facilities that are inviting and inspire a learning community. We value and want to attract a diverse staff that engages our students and we want to meet the needs of all of our students. NIS works to provide a culture that is positive and welcoming to all of our students and community members. NIS works with several organizations to help our students make sound decisions and maintain a safe environment.

Perceptions Strengths

As NIS works to promote the perceptions of our campus, there is a strong working relationship with the PTO. Also, several after school activities are available for students which include Running, Chess, Robotics, Gardening, Drama, Book, and Music. NIS started a chapter of the National Elementary Honor Society this year. The Student Council at NIS has been recognized as a National Honor Council for two years in a row. The student council hosts many activities on campus which include the Turkey Bowl, Door Decorating, Battle of the Books, and the Color Run. Our WATCH DOGS program is currently in the second year of implementation and several dads and grandfathers volunteer at the campus. Our annual 4th grade trip to HEB camp in Leakey, TX provides a unique outdoor overnight camp for students, parents, administration, and teachers to create a commonality of school culture and pride.

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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: NIS will promote a safe school environment, consistent counseling program, student wellness, and provide character development opportunities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Campus will participate in Red Ribbon Week activities.		Counselor	Parent surveys				
2) Teachers will follow a consistent standard for office referrals and expectations for student behaviors.		Principal	Discipline referrals ; Parent/ Teacher surveys				
	Funding Sources: Local Funds - 0.00						
3) Provide positive behavioral supports (awards) for students.		Principal; Teachers	PEIMS 425 record				
	Funding Sources: Local Funds - 0.00						
4) Maintain the number of staff trained in CPI.		Director of Special Education	Number of certified staff				
	Funding Sources: SPED Funds - 0.00						
5) Campus will utilize two way communication (radios) in daily safety practices as well as any crisis situation.		Principal	Safety drills				
	Funding Sources: Local Funds - 0.00						
6) Annual fitness-gram results will be sent home with final report card.		Principal	Report card mailing				
	Funding Sources: Local Funds - 0.00						
7) Counselor will provide conflict resolution and social skills training to students who exhibit a need.		Counselor	PEIMS 425 record				
	Funding Sources: Local Funds - 0.00						
8) Counselor will provide crisis intervention for individual students.		Counselor	Parent surveys				
	Funding Sources: Local Funds - 0.00						

9) 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 - 0.00						
10) 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 - 0.00						
11) 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 - 0.00						
12) Support implementation of physical education curriculum and PE staff. (lifetime fitness, etc.) CATCH program with a special CATCH week.		Principal; Nurse; PE Teacher	Fitness Gram scores				
	Funding Sources: Local Funds - 0.00						
13) 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.				
14) Bullying and Sexual Harassment issues will be covered through Counselor curriculum.		Counselor; Teachers	Teacher surveys; Discipline referrals				
	Funding Sources: Local Funds - 0.00						
15) Campus will support after school activities to include Destination Imagination teams, Robotics Club, Chess Club, UIL, Battle of the Books, Choir, Drama, and Running Club.		Principal; Parents; Coaches	Surveys Student Participation				
16) Seven Habits theme will be displayed in front office, hallway and will be implemented weekly in classroom lessons.	6	Principal; Counselor; Teachers	Lesson Plans; Parent Surveys				
	Funding Sources: Local Funds - 0.00						
17) Target: Success classes will be implemented each Monday that encompass the 7 Habits of Highly Effective Kids and data reflection.		Discipline Committee; Principal; Teachers	Google Classroom Lessons; Leadership Binders; Staff and Parent Surveys				
18) Students of the six weeks will be selected by grade level and displayed in the front hallway.	6	Principal; Counselor; Teachers	Selection of D.A.R.T students				
19) 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				
20) 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				

21) Utilize identification security measures and maintain security cameras.		Principal; Secretary	Use of RAPTOR; Visitor Logs; Security Camera operations.				
22) Fifth grade students will participate in the DARE program through a partnership with the Seguin Police Department.		Principal; 5th grade teachers; Seguin PD	Attendance logs; DARE Graduation; surveys				
23) Sixth grade students will have the opportunity to participate in Tennis, Art, and Study Hall during Panther Time.		Counselor; Teachers	Panther Time Rosters				
24) Student leadership opportunities on campus will be developed and encouraged (SNAC, Panther News, Student Council).		Principal; Teachers; Group Leaders	Creation of groups; sign-in sheets; Staff and Parent Surveys				
25) A chapter of the National Elementary Honor Society will be created with two ceremonies to recognize outstanding achievements of students.		NEHS Spnsor	Creation of NEHS; staff and parent surveys.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







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

Performance Objective 2: NIS will maintain a variety of open communications between the staff, parents, students and community members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	6	Principal	Parent attendance at site-based meetings.				
				Funding Sources: Local Funds - 0.00			
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 - 0.00			
3) Parents will be informed of school activities in a monthly campus newsletter, website, Facebook, Remind, and through K-12 alerts.	6	Principal;Counselor; Secretary	Parent Surveys				
				Funding Sources: Local Funds - 0.00			
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 - 0.00			
5) Continue to collaborate with PTO for Navarro Intermediate School.	6	Principal; Grade Level PTO Representatives	Parent Surveys				
				Funding Sources: Local Funds - 0.00			
6) Teachers will maintain communication with parents through classroom websites, email, REMIND text alerts, and telephone calls. A newly created Google Form will be implemented campus wide to document parent communication.	6	Teachers	Parent Surveys; Google Form				
				Funding Sources: Local Funds - 0.00			
7) Provide parent involvement activities, such as teacher parent community educational nights on campus (Meet the Teacher, Book Fair Night, Art Showcase, Band Concerts, Color Run, HEB Camp, etc).	6	Principal; Counselor	Sign In Sheets				
				Funding Sources: Local Funds - 0.00, Title I Funds - 0.00			
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 - 0.00			


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 - 0.00							
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 - 0.00							
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 - 0.00							
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 - 0.00							
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.				
17) WATCH D.O.G.S program will be maintained throughout the year.		WATCH D.O.G.S coordinators	WATCH D.O.G.S sign in sheet; Parent Survey				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: The campus will continue the process of master planning of facilities to prepare for district and community growth.

Evaluation Data Source(s) 3: Growth and Planning Meetings, building projects, and plan development for the new Intermediate school.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 Intermediate 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) All professional personnel will meet standards for technology competencies of 8th grade TEKS.		Principal Instructional Technologist	T-TESS; Texas Teacher Star Chart				
Funding Sources: Local Funds - 0.00							
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 - 0.00							
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 2017				
4) All teachers and paraprofessionals will meet state and federal guidelines for certification.		Principal	HQ Teacher Report				
Funding Sources: Title II Funds - 0.00, Local Funds - 0.00							
5) New staff will receive orientation training.	4	Chief Instructional Officer	Teacher Retention Rate				
Funding Sources: Local Funds - 0.00, Title II Funds - 0.00							
6) New teachers will be provided mentoring and additional assistance.	4	Principal; Mentor Teacher	Teacher Retention Rate				
Funding Sources: Local Funds - 0.00							
7) Campus will support and encourage teacher participation in district wide book studies and incorporate campus book studies.	4	Principal, ISD administration	Teacher participation				
Funding Sources: Local Funds - 0.00, Title II Funds - 0.00							

8) Campus will support meetings of PLC groups across the campus and district.	4	Principal; Chief Instructional Officer	PLC Notes				
9) Campus will continue Functional Friday meetings monthly with grade level teachers and team leader meetings bi-monthly with grade level leaders.	4	Principal	Agendas and Notes from Functional Friday and Team Leader Meetings				
10) Attendance incentives will be offered for teachers.		Principal	Attendance monitoring through AESOP				
11) Campus will provide opportunities for teachers to obtain certifications in high need areas.		Principal	Certification completion by teachers.				
12) Addition of 4th grade teacher to relieve class sizes and look towards addition of future core teachers in other grade levels pending funding.		Principal, ISD Administration	Hiring of staff pending funding, Teacher Retention, Survey Results				
Problem Statements: Demographics 3							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The 4th grade class size average is 21.8 and the 6th grade class size average is 23.3, which are slightly higher than the state averages.

Goal 3: Navarro Intermediate 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 three domains and prepare for met standard with designation distinctions in 2018.







Evaluation Data Source(s) 1: 2018 State Accountability Summary

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Teachers will use benchmarks to include common assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions.	8	Classroom Teachers	Failure rate; STAAR scores				
			Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local Funds - 0.00				
2) All students who have not passed practice tests or assessments will receive intensive remediation.	9	Principal; Grade Level Teachers; Title I Support	STAAR scores				
			Funding Sources: Title I Funds - 0.00, SCE Funds - 0.00, Local Funds - 0.00				
3) Student Support Committee meetings will be held with the parents of any student failing one or more classes.	9	Counselor; Grade Level Teachers	Failure; retention rate				
			Funding Sources: Local Funds - 0.00				
4) Ensure that eligible students receive appropriate interventions through RTI process.	8	Principal; Counselor; Student Support Committee	Student Support Committee; STAAR; Grades				
			Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 Funding Sources: Local Funds - 0.00				
5) Staff will provide supplemental reading instruction and remediation through Read 180.	8	Principal; Reading Intervention Specialist	STAAR scores; Grades				
			Funding Sources: Title I Funds - 0.00, Local Funds - 0.00				
6) Inclusion support staff will provide teacher assistance as well as in-class and pull-out support for at risk and learning disabled students.	9	Inclusion Support Staff	STAAR scores; Grades; Teacher surveys				
			Funding Sources: Title I Funds - 0.00, SPED Funds - 0.00, SCE Funds - 0.00				

7) Support Programs (i.e., Title I; tutorials, special ed., ESL, counseling) will provide individualized assistance to at risk students.	8	Principal; Counselor; Staff	STAAR scores; Grades; Teacher surveys				
	Funding Sources: Local Funds - 0.00, Title I Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00						
8) Provide before, during, and after school Academic Lab for at risk students.	9	Lab Staff	Failure rate; STAAR scores				
	Funding Sources: Title I Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00						
9) Elective teachers will include state testing strategies in lessons.	1	Principal; Elective Teachers	STAAR scores				
	Funding Sources: Local Funds - 0.00						
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 - 0.00						
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 - 0.00, Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00						
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 - 0.00						
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				
	Problem Statements: School Processes & Programs 1 Funding Sources: Local Funds - 0.00						
14) Differentiation strategies will be incorporated throughout the curriculum.		Principal; Teachers	STAAR scores; Teacher surveys				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local Funds - 0.00						
15) 6th Grade students will participate in Junior Achievement Park Activities.		Counselor; 6th Grade Teachers	Lesson Plans				
	Funding Sources: Local Funds - 0.00						
16) Campus will utilize Instructional Technologist to increase integration of technology into classrooms.		Principal; Instructional Technologist	Survey Results; Teacher lesson plans				
	Funding Sources: Local Funds - 0.00						

17) Utilize current software to enhance student achievement on state test and in the classroom (i.e. Accelerated Reader, Think ThroughMath, iStation, StemScopes, and iXL Math).	1	Librarian, Title I, Teachers, Computer Teacher	State test scores will reflect intervention.				
	Problem Statements: Student Academic Achievement 3, 4 Funding Sources: Title I Funds - 0.00, Local Funds - 0.00						
18) 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 - 0.00						
19) 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 - 0.00						
20) Teachers will receive professional development based on identified needs.	3	Principal	PDAS; Texas Teacher Star Chart				
	Funding Sources: Title II Funds - 0.00, Local Funds - 0.00, SPED Funds - 0.00						
21) 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 - 0.00, Local Funds - 0.00, SPED Funds - 0.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 22) 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.	4	Principal; Teachers	At least 95 % approval on teacher surveys				
	Funding Sources: Local Funds - 0.00						
System Safeguard Strategy Critical Success Factors CSF 1 23) Campus will support the implementation of NJWP (Abydos) through all 4th grade ELA classes across all demographic and educational need groups and subgroups.	1	Principal; 4th ELA teachers; SpEd teacher	Grade Reports; STAAR Results				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 Funding Sources: Local Funds - 0.00						
24) Campus will support the Art teacher in order to incorporate Fine Arts offerings for students.		Art Teacher; Principal	Grade Reports				
	Funding Sources: Local Funds - 0.00						

25) The campus will support 6th grade Honors Math curriculum and classes.	Principal; 6th Grade Honors Math Teachers	Grade Reports; STAAR Scores Level III performance				
Problem Statements: Student Academic Achievement 4 Funding Sources: Local Funds - 0.00						
26) The campus will support Technology Applications class for 5th grade student.	Principal; Instructional Technologist; Technology Teacher	Grade Reports; Computer Literacy Skills				
System Safeguard Strategy 27) Fourth grade students will participate in a targeted writing academy.	Principal; 4th grade teachers	Attendance logs; STAAR Results				
Critical Success Factors CSF 1 CSF 2 CSF 4 28) All students will be scheduled into Panther Time (45 minutes daily) through the RTI process.	Principal; Counselor; Teachers	Panther Time Rosters; STAAR Results				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 29) All core staff members will create and maintain yellow data folders to track progress of students.	Principal; Teachers	Yellow Data Folders; Functional Friday Meetings				
30) Utilize ESC 13 ELA team to coach and collaborate for K-5 Vertical Alignment in Reading and ELA.	Principal; Teachers; Chief Instructional Officer	Curriculum Alignment; STAAR Results				
Problem Statements: School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 52% of our Economically Disadvantaged students met standard on the 4th grade Writing STAAR.
Problem Statement 2: Only 58% of our Hispanic students met standard on the 4th grade Writing STAAR.
Student Academic Achievement
Problem Statement 1: Our STAAR met standard scores for 4th grade Writing for Hispanic (58%) and Economically Disadvantaged (52%) caused us to miss the system safeguard in Writing. Our goals this year are 80%, which is where we were the previous year.
Problem Statement 2: 4th Reading and Math and 6th Math Met Standard scores in STAAR dropped from 3-4% for our Economically Disadvantaged population.
Problem Statement 3: Our Masters Level Performance on STAAR dropped from 2-5% in Reading.
Problem Statement 4: Our met or exceeds progress for Economically Disadvantaged student population is below the state average in both Reading and Math.

School Processes & Programs

Problem Statement 1: Lack of vertical alignment of Reading program K-5 causes our Reading scores to remain flat or drop annually.


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

Performance Objective 2: NIS will attain an attendance rate of 97.0%. NIS will support intervention processes and differentiated instruction for special needs students.

Evaluation Data Source(s) 2: Attendance Rate; Parent Survey; 2018 Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 - 0.00						
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 - 0.00						
3) Incentives will be given to students with good attendance at each 6 weeks.		Principal	Attendance reports				
	Funding Sources: Local Funds - 0.00						
4) Legal recourse will be used where attendance laws are violated.		Principal	Attendance reports				
	Funding Sources: Local Funds - 0.00						
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 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 - 0.00						
8) Fourth grade students will attend HEB camp in Leakey, TX to promote student growth, team building, and educational opportunities.	1, 2, 5	Principal; 4th grade teachers; parent volunteers	Camp presentation; Attendance at camp				

9) Student sign out sheets will be completed on an individual basis.		Registrar; Secretary	Individual student sign out sheets				
10) The campus will support the Special Olympics program.		Special Olympics Coaches	Campus participation in Special Olympics.				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	22	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.
3	1	23	Campus will support the implementation of NJWP (Abydos) through all 4th grade ELA classes across all demographic and educational need groups and subgroups.
3	1	27	Fourth grade students will participate in a targeted writing academy.

State Compensatory

Budget for Navarro Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.40.102.8.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199.11.6119.40.102.8.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,257.00
199.11.6122.40.102.8.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.102.8.24.0.00	6129 Salaries or Wages for Support Personnel	\$8,505.00
199.11.6141.40.102.8.24.0.00	6141 Social Security/Medicare	\$780.00
199.11.6142.40.102.8.24.0.00	6142 Group Health and Life Insurance	\$2,527.00
199.11.6144.40.102.8.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,974.00
199.11.6146.40.102.8.24.0.00	6146 Teacher Retirement/TRS Care	\$1,571.00
6100 Subtotal:		\$64,614.00
6300 Supplies and Services		
199.11.6399.00.102.8.24.0.00	6399 General Supplies	\$2,000.00
6300 Subtotal:		\$2,000.00

Personnel for Navarro Intermediate School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blake Hoffmann	Teachers	PE	.86
Brigid Wozniak	Lab Aide	Special Education	1.0
Jennifer Mulvaney	Teacher	Special Education	1.0
Laurie Berry	Teacher	Technology	1.0
Matthew Oster	Teacher	Fine Arts	1.0

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

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Bobbi Supak	Principal
Non-classroom Professional	Tami Monroe	Counselor
Classroom Teacher	Michelle Schwarzlose	Teacher
Classroom Teacher	Laurie Berry	Teacher
Classroom Teacher	Jennifer Spreen	Teacher
Classroom Teacher	Megan Lopez	Teacher
Business Representative	Tammy Harborth	Business Representative
Community Representative	Linda Dreibrodt	Community Member
Parent	Mark Reyes	Parent

Addendums



Targeted Improvement Plan

District Name:	Navarro ISD	County District Number:	94903	Superintendent Name:	Dee Carter
Campus Name:	Navarro Intermediate School	Campus Number:	102	District Coordinator of School Improvement:	Lacey Gosch
PSP:	NA	Educational Service Center:	Region 13	School Principal:	Bobbi Supak

Vision: Navarro Intermediate can positively influence instruction in every classroom for every teacher and every student to support engaged learners, forward thinking, positive relationships, and career ready graduates.

Problem Statement #1: Hispanic student performance on 4th STAAR Writing is 58%. **Annual Goal #1:** Increase Hispanic Student Performance to 70%.
Root Cause #1: **Strategy #1:** Alignment of ELA Instruction.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Review the RTI/Panther Time process with all teachers to reinforce the need for data monitoring, assessment, and implementation of interventions with fidelity.	August 2017 - May 2018	MAP assessment data, classroom observations, grading data	Principal	Effectively place students in tiered instruction groups for academic achievement.	Specified RTI/Panther Time groups	On Track to Meet Goal	Continual monitoring of progress.
	Subscribe to weekly lessons from the Writing Academy in Kemah, Texas.	August 2017 - May 2018	The Writing Academy	4th grade teachers	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continual monitoring of progress.
	Conduct a reading/ELA alignment instruction audit for grades K-5 in the areas of ELA/reading.	October-November 2017	ESC Region 13	Principal	Define the program on instruction.	Written report of observations.	Significant Progress	Follow up to offer support and coaching.
	Support professional development for 4th grade ELA teachers.	August 2017 - May 2018	TEPSA, The Writing Academy, ESC Region 13	Principal; 4th grade teachers; Title I teacher	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continued focus on best practice instruction.
Intermediate: (Implementation)	Grade 4 working with ESC Region 13 Instructional Coaches to align writing and reading instruction and ELA programming.	October - May 2018			Grade levels working vertically to create an aligned writing program.	Vertical alignment of curriculum.	Some Progress	Follow up to offer support and coaching.
	Implementation of lessons from the Writing Academy.	August 2017 - May 2018	The Writing Academy	4th grade teachers; Title I Teacher	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continual monitoring of progress.
	Implementation of yellow data folders to track progress with writing and special populations.	August 2017 - May 2018	Eduphoria; MAP	4th grade teachers; Title I Teacher	Teachers understanding data with special attention to student sub populations.	Increased performance on STAAR Writing.	Significant Progress	Continual monitoring of progress and fluid Panther Time groups.
Long-Term: (Results)	Effective implementation of Writing instruction in grades K-4.	April -May 2018	TEKS Resource System; The Writing Academy; ESC Region 13, PLC Teams	Principal; 4th grade teachers; Title I teacher	Content aligned writing programs that support best practices.	Consistent Writing Curriculum	Some Progress	Make adjustments to curriculum and resources as need to support student learning needs.
Vision Status				Vision Metrics				

Problem Statement #2: Economically disadvantaged student performance on 4th STAAR Writing is 52%. **Annual Goal #2:** Increase Economically Disadvantaged Performance to 70%.
Root Cause #2: **Strategy #2:** Alignment of ELA Instruction.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Review the RTI/Panther Time process with all teachers to reinforce the need for data monitoring, assessment, and implementation of interventions with fidelity.	August 2017 - May 2018	MAP assessment data, classroom observations, grading data	Principal	Effectively place students in tiered instruction groups for academic achievement.	Specified RTI/Panther Time groups	On Track to Meet Goal	Continual monitoring of progress.
	Subscribe to weekly lessons from the Writing Academy in Kemah, Texas.	August 2017 - May 2018	The Writing Academy	4th grade teachers	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continual monitoring of progress.
	Conduct a reading/ELA alignment instruction audit for grades K-5 in the areas of ELA/reading.	October-November 2017	ESC Region 13	Principal	Define the program on instruction.	Written report of observations.	Significant Progress	Follow up to offer support and coaching.
	Support professional development for 4th grade ELA teachers.	August 2017 - May 2018	TEPSA, The Writing Academy, ESC Region 13	Principal; 4th grade teachers; Title I teacher	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continued focus on best practice instruction.
Intermediate: (Implementation)	Grade 4 working with ESC Region 13 Instructional Coaches to align writing and reading instruction and ELA programming.	October - May 2018			Grade levels working vertically to create an aligned writing program.	Vertical alignment of curriculum.	Some Progress	Follow up to offer support and coaching.
	Implementation of lessons from the Writing Academy.	August 2017 - May 2018	The Writing Academy	4th grade teachers; Title I Teacher	Content aligned writing programs that support best practices.	Content aligned writing programs that support best practices.	On Track to Meet Goal	Continual monitoring of progress.
	Implementation of yellow data folders to track progress with writing and special populations.	August 2017 - May 2018	Eduphoria; MAP	4th grade teachers; Title I Teacher	Teachers understanding data with special attention to student sub populations.	Increased performance on STAAR Writing.	Significant Progress	Continual monitoring of progress and fluid Panther Time groups.
Long-Term: (Results)	Effective implementation of Writing instruction in grades K-4.	April -May 2018	TEKS Resource System; The Writing Academy; ESC Region 13, PLC Teams	Principal; 4th grade teachers; Title I teacher	Content aligned writing programs that support best practices.	Consistent Writing Curriculum	Some Progress	Make adjustments to curriculum and resources as need to support student learning needs.