

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

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Postsecondary Readiness



Navarro ISD
Where Excellence is the Standard...

Board Approval Date: December 14, 2015
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Mission Statement

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

Vision

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

*We value relationships.

*We engage learners.

*We foster resilience and confidence.

*We encourage forward thinking.

Navarro ISD Board Goals 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.

School Motto

“Panthers are respectful, responsible, and safe.”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Navarro Elementary School Student Demographics

Total Students	511
African American	1.0%
Hispanic	49.7%
White	46.6%
American Indian	0.2%
Asian	0.6%
Two or More Races	1.8%
Economically Disadvantaged	48.5%
Non-Educationally Disadvantaged	51.5%
English Language Learners	6.5%
At-Risk Population	22.3%
Mobility	7.5%
Disciplinary Placement	0.0%
Attendance Rate	96.5%

Navarro ISD Schools and Enrollment

Early Childhood Education	6
Pre-Kindergarten	36

Kindergarten	105
Grade 1	117
Grade 2	130
Grade 3	117

Navarro ISD Program Enrollment

	State	Navarro Elementary	
	%	%	#
Bilingual/ESL	17.8%	6.3%	32
Gifted and Talented	7.6%	5.3%	27
Special Education	8.5%	7.0%	36

Navarro ISD Staff Experience

	# - NES	% - NES	% - State
Beginning Teachers	2.0	6.6%	8.5%
1-5 Years	6.0	19.7%	26.1%
6-10 Years	4.0	13.1%	22.6%
11-20 Years	11.1	36.4%	26.9%
Over 20 Years	7.4	24.2%	16.0%

* Summary information collected from the 2014-2015 TAPR

Demographics Strengths

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

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

Demographics Needs

1. Improve the use of data to meet the educational needs of a growing At-Risk, ESL and SPED populations.
2. Improve projection and planning processes for meeting minimum class size requirements as student populations grow.
3. Increased classroom space to handle continued growth.
4. Additional Support for growing ESL/ELL population.

Student Achievement

Student Achievement Summary

STAAR:

STAAR results for 2015 are as follows:

Academic Rating: MET STANDARD

Distinction Designation: Academic Achievement in Reading/English Language Arts

Distinction Designation: Post-Secondary Readiness

Current Year State vs Campus Comparison

Overall Reading STAAR Performance	State	NES
All Students	77%	85%
Hispanic	73%	77%
White	87%	91%
Eco Disadvantage	70%	79%
Special Education		25%

Overall Math STAAR Performance	State	NES
All Students	77%	84%
Hispanic	74%	75%
White	86%	91%
Eco Disadvantage	70%	70%
Special Education		38%

2013-2014 vs 2014-2015 STAAR Comparison For Navarro Elementary

Reading	2014	2015		Math	2014	2015
	53% = passing percentage	58% = passing percentage			59%=passing percentage	57%= passing percentage (new standards adopted)
All students	86%	85% (-1)		All students	80%	84% (+4)
Hispanic	73%	77% (+4)		Hispanic	63%	75% (+12)
White	94%	91% (-3)		White	91%	91% (-)
Eco Dis	73%	79% (+6)		Eco Dis	65%	70% (+5)
SpEd	50%	25% (-25)		SpEd	33%	38% (+5)

Student Achievement Strengths

Student Achievement Strengths include:

- Percentage of students achieving Level III Advanced scores in Reading as compared to comparison school groups
- Increase in performance of Hispanic Population in mathematics achievement scores compared to prior year
- Increase in performance of Economically Disadvantaged population in Math and Reading Achievement scores compared to prior year.

Student Achievement Needs

Student Achievement Needs include:

- increasing academic achievement in mathematics and reading for Special Education population.
- Increasing academic achievement for All Students and Population groups in Reading performance. There was an increase in the percentage of students performing at Level III advanced, but an overall decrease in overall passing rates in reading.
- identifying instructional interventions to improve testing performance in reading of all students.
- identifying instructional interventions for at-risk populations in reading and math.
- increase LEP/ESL student scores in reading and math.

School Culture and Climate

School Culture and Climate Summary

School Climate: Faculty meetings are scheduled once a month on a Tuesday afternoon with a follow up meeting on Wednesdays at 1:30pm. Four site-based meetings are also calendared for the school year. Surveys will be used to seek staff input at the end of the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified
- High teacher retention
- Majority of the staff has more than 11 years of experience
- Low turn over rate

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.

In the summer of 2015, teachers and staff were divided into Professional Learning Communities to assist in the alignment of curriculum, instruction and assessment for grades Pk-3. Through this process, teachers and staff were provided with data collection methods, instructional tools, curriculum resources and time to develop a vertical and horizontal alignment among teachers and grade levels. Throughout the 2015-2016 school year, teachers in the PLC groups are to meet regularly to monitor progress of student performance and compare instructional strategies for optimal student performance on TEKS objectives.

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.
- Music and Technology Program to support students instructional needs.

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

Parental Involvement:The PTO is planning several monthly meetings for the year. Parents will again be encouraged to coach a Destination Imagination team at the elementary level.

Three parents serve on the elementary Site Council.

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

Family and Community Involvement Strengths

- PTO meetings
- RSVP/ PALS
- VFW
- Meet the Teacher
- Monthly newsletters
- Valentine's Dance
- Cowboy Day
- Native American Day
- Gingerbread House Day
- Field Day
- Field Trips
- Food Drive

Technology

Technology Summary

Navarro Elementary 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.

Technology Strengths

- Network Access
- Multiple computers per classroom.
- 2 computer labs.
- Dedicated Tech Apps Teacher.
- Mounted smartboards
- Document cameras
- iPads
- iPad mini lab
- iPods lab
- Individual printers
- 2 color printers
- 2 scanner/copiers
- Mounted cameras for security
- Mounted projectors in all classrooms

Technology Needs

- Additional iPads
- Additional desktop computers in each classroom
- Updated Document Cameras
- Additional security 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

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

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


***Adequate space for a growing population**

***Expanded technology infrastructure**

***Safe learning environment**

***Aesthetics**

Performance Objective 1: Maintain transparent financial management and a positive fund balance while planning responsibility for the future.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) A five year plan for replacement of capital outlay will be developed with staff input.	1, 2	Principal	Annual budget purchases				
2) Support of district efforts in the effective and efficient use of campus budget funds.	1, 2	Principal	Purchase of needed supplies within budget; staff surveys				
							

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

*Adequate space for a growing population


*Expanded technology infrastructure

*Safe learning environment

*Aesthetics

Performance Objective 2: Navarro Elementary will provide a learning experience that promotes a healthy, respectful, and positive environment within the diverse Navarro ISD family.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) The counselor will provide classroom instruction as well as bullying/character education classes.	3, 10	Counselor	Scheduled lessons				
2) Participate in Red Ribbon Week activities.	10	Counselor, PTO, school board, SHAC	Survey responses; active student participation				
3) Maintain a core team of CPI certified individuals to respond to student crisis situations.	3, 4	Special Education Director	CPI certified personnel				
4) Provide assemblies/programs/speakers/ or events to support the message of safe and drug- free schools and healthy life choices.	3, 10	Counselor, PE teacher	Field Day, Red Ribbon Week, special assemblies, and morning announcements.				
5) Provide group counseling and interventions in the general education classrooms.	3, 10	Counselor	Scheduled groups and lessons.				
6) Maintain safe classrooms and consistent discipline through PBIS and integrate these strategies from the common areas into the classrooms.	10	Classroom teachers, principal, counselor	Signage throughout the school, appropriate discipline referrals, Roar Store participation.				
7) Teachers will follow a consistent standard for office referrals and expectations for student behavior through PBIS.	2	Principal	Use of revised referral form.				
8) Counselor will provide conflict resolution and social skills training to students who exhibit a need.	2	Counselor, LSSP	Scheduled groups meet weekly.				
9) Counselor will provide crisis intervention for individual students and their families.	2	Counselor	Completion of necessary paperwork as needed for CPS referrals, etc.				
10) Principal, counselor, and nurse will coordinate with community resources and refer at risk students when appropriate.	2	Nurse, Counselor, Principal	As needed.				
11) Support efforts of the SHAC (School Health Advisory Council) in implementing services.	6, 10	Principal	Health Fair participation Jingle Bell Run Running Club Red Ribbon Week				
12) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, and character education.	2, 10	Principal, classroom teachers	Garden project- Resolute Health Meal portions				

13) Campus will honor local heritage and history through various activities (ex. Red Barn, Celebration of Jose Antonio Navarro's birthday, etc.)	2	Principal, classroom teachers	Field trips to the Big Red Barn Wax Museum				
14) The "Let's Go!" Running club will continue once a week on Wednesday afternoons, beginning in October, for an hour ending at 4:30pm. The club will promote healthy eating and exercise for a healthy lifestyle.	2, 3	Running Club Coordinator, teacher volunteers	SHAC documentation Active student participation				
							

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

*Adequate space for a growing population


*Expanded technology infrastructure

*Safe learning environment

*Aesthetics


Performance Objective 3: Navarro Elementary will provide additional classroom space for students and teachers to accommodate a growing population.

Summative Evaluation: Classroom space to meet state classroom size requirements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) The campus will work closely with the District Administration, architects and contractors through the building process of the campus addition.		Principal	Campus Addition Plans and Specifications.				
2) The campus will examine enrollment counts to plan for additional learning areas to accommodate growth, requesting additional portable or other spaces to house students and teachers.		Principal	Portable Buildings or Classrooms to meet 22:1 requirements.				
							






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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) All teachers and paraprofessionals will be "highly qualified" and meet state and federal guidelines for certification.	4, 5	Principal, Human Resources Coordinator	HQ Teacher survey				
2) Campus administrators will actively recruit minority candidates for available positions.	5	Principal	PEIMS reports				
3) New teachers will receive orientation training August 2015.	4	Principal	Teacher retention rate Mentor program				
4) Teachers will receive professional development based on identified needs for the campus or individual.	4	Principal, Chief Instructional officer	Increased student achievement Teacher Surveys				
5) The district will pay for certifications in areas of need (i.e., ESL, Special Education, etc.)	4, 5	Chief Instructional officer	HQ teacher survey				
6) Provide technology training for the development of classroom websites.	4	Director of Information Services and Technology, Instructional Technologist, Campus Webmaster	Websites created and appropriately updated.				
7) Professional development activities will include: subject/grade level training; setting instructional objectives, behavior management; technology/ technology integration; disaggregation of test scores; harassment/bullying prevention; emergency procedures; CPI; ESL; and instructional strategies for special populations with use of Eduphoria	4	Administrative Team	Site Council direction, teacher surveys				
							

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






Performance Objective 2: Well informed students, parents, staff, and community members who actively support and participate in our schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Utilize email to provide updates for staff.	2	Principal, administrative staff	Texas STAR chart				
2) Teachers will post lesson plans on their website weekly.	2, 9	Classroom teachers, campus web master	Current postings on website				
3) Teachers will increase communication with parents through regularly-updated teacher web sites and lesson plans.	6	Classroom teachers	Current postings on website				
4) The library will maintain current library management software.	10	Librarian	Usage reports				
5) The campus will maintain and update the electronic student management system.	10	Registrar	Reports				
6) The campus will maintain and update an electronic health database.	10	Nurse	Reports				
7) Teachers will use the school provided electronic program to record attendance and grades. Grades will be posted by 8:00 am on Tuesdays.	10	Classroom teachers, Registrar	Attendance and Grade Records				
8) Parents, students, teachers and community members will have access to district libraries beyond the normal school day.	6, 10	Librarian	Usage reports				
9) Implement and maintain the K-12 Alert Parent Contact Calling System.	6, 10	Director of Information Services and Central Office Administrative Assistant	Proper usage throughout the year				
10) Parent surveys will be sent out annually to determine strengths/weaknesses/satisfaction levels.	6	Chief Instructional Officer	Parent survey				
11) Parents will be given routine access to the parent portal to check both attendance and academic grades in 2nd and 3rd grade.	6	Classroom teachers	Parent Portal continuously updated				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Provide supplemental materials to enhance classroom instruction in core areas.	1	Title 1; Principal	STAAR / STAR Early Literacy				
Funding Sources: Title I Funds, Local Funds							
2) Support balanced literacy program and the use of leveled readers, guided reading groups, and small group instruction.	1	Title 1; Classroom teachers	STAAR / STAR Early Literacy comprehension toolkit (3rd); Junie B Jones (2nd) DIG program (PreK)				
Funding Sources: Title I Funds, Local Funds							
3) Provide in-class and pull-out assistance for at risk students.	9	Support staff; Classroom teachers; Principal	STAAR / STAR Early Literacy Benchmark testing				
Funding Sources: Local Funds							
4) Utilize Student Support Committee process to identify needs for individual students and focus intervention efforts.	8	classroom teachers, principal, counselor, support staff	STAAR / STAR Early Literacy, Report Cards Progress Reports				
5) Ensure that eligible students receive Title I, Dyslexia, ESL, GT, 504, and special education services and/or accommodations.	9	Principal, Counselor, Special Education Director, Chief Instructional officer	PEIMS reports				
6) Utilize the shared-services arrangement with Region XIII ESC; we will continue to identify and support homeless students.	2	Principal, Chief Instructional Officer	Homeless students will perform well on State assessments.				
7) Teachers will administer 2 benchmark assessments in reading and math in an effort to diagnose and prescribe academic target areas for student improvement.	9	Principal, Title 1 teacher	Heat maps of benchmark testing/ data analysis				
8) In-school tutorials and a Response to Intervention period will be provided for any student struggling in reading or math.	9	Principal, classroom teachers, support staff, counselor	STAAR / STAR Early Literacy Report Cards Progress reports				
9) Provide technical support for disaggregation of standardized test data with use of Eduphoria.	8	Counselor, Title 1 teacher, Computer lab teacher, Librarian	Eduphoria data analysis				
10) Teachers will be provided with staff development opportunities for vertical teaming and curriculum alignment.	4	Principal	Scope and Sequence documentation, lesson plans, YAGS				

11) Bolster STAAR scores and student morale by sponsoring one STAAR Pep Rally/Assembly.	2	Principal, Counselor, 3rd grade teachers	Planned event in Spring 2016				
12) Continue & support the 5E model of instruction in all classes.	2	Chief Instructional Officer, Principal	Lesson Plans, Walkthroughs				
13) Maintain one pre-kindergarten instructional aid position to improve instructional support services.	7	Chief Instructional Officer, Principal	Increased student scores on local measures.				
14) Faculty will set daily learning objectives to provide clear classroom expectations.	2	Classroom teachers	Lesson plans, teacher websites.				
15) A district Instructional Technologist will be on campus on a part time basis to provide support to staff and students in integration of available instructional technology	10	Director of Information Services and Technology, Instructional Technologist	Increased usage of instructional technologies, increased proficiency as shown in the STAR chart.				
16) PLC teams will meet regularly to review student progress data for Special Education, ESL and at-Risk populations.		Principal; Chief Instructional Officer	PLC Meetings, Meeting Minutes, Data review, Instructional Interventions; Testing performance by ESL students, at-risk and special education on state assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: Meet the individual academic requirements, support the social and emotional growth of our students, and promote college and workforce readiness.

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	Minutes of Site Based Committee meetings				
2) Parents and community members will be informed of school activities, meetings, and student performance on the campus web site, through monthly campus newsletters, and K-12 Alerts.	6	Principals, campus web master	Monthly newsletters, marquee, K-12 Alerts				
3) Parent involvement activities will include a family night; and parent-teacher conferences for all students.	6	Principal Staff	Attendance at events				
4) Maintain the district goal of 96% attendance.	2	Principal, Registrar, classroom teachers	Computer generated reports that track student attendance, tardies, and early sign outs.				
5) School will provide activities to ease transition of student from home, to day care, to school, such as early registration with tours of school.	9	Principal	Scheduled visits/tours of the school, arrangements with Intermediate counselor				
6) Provide written information to parents in their native language whenever possible, bilingual assistance at trainings/meetings, and have bilingual staff call to invite them to school activities and answer questions.	6	Counselor, secretary, Registrar	Parent surveys				
7) A meeting will be held to recruit parents and teacher volunteers to start Destination Imagination Teams for the 2015-2016 school year.	6	Principal, GT Coordinator	Formation of teams to compete in the Spring of 2016.				
8) Annual fitness-gram results will be sent home with final report card. (Grade 3)	10	PE teacher, Principal	End of year distribution				
9) Navarro Elementary (Grades 2-3) will celebrate their six weeks honor roll recipients.	2	Principal, Counselor	Student recognition every six weeks				
10) Transportation will be provided to support regular student attendance as well as Pre-K at mid-day.	2, 7	Director of Transportation	Students successfully delivered to and from school Increased attendance				
11) Support programs (i.e., Title I; accelerated instruction; special education, ESL, counseling) will provide individualized assistance to at risk students.	9	Principal	STAAR / STAR Early Literacy Retention rate				
12) Parent contact or a Student Support Committee meeting will occur any time a student fails one or more classes.	2	classroom teachers, principal	Failure/retention rate				
13) Parent contacted when a student misses 5 or more days or has excessive tardies or early sign outs.	2	Principal, Registrar	Increased attendance rate				

14) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee at the end of the school year.	2	Principal, Registrar	Increased attendance				
15) Announcements about the importance of attendance will be in the campus newsletter.	2	Principal	Increased attendance rate				
16) Invite community members into classrooms to discuss their jobs and experiences.	6	Counselor, classroom teachers	Career Day event				
17) At risk students in grades 1- 3 will be paired with community volunteers, High School PALS, and staff members as mentors.	6, 9	classroom teachers, counselor, principal	STAAR scores, attendance rates, 6 week data monitoring, reduction in misbehavior				
18) Recognize perfect attendance through morning announcements, six weeks awards, and end-of-the-year awards ceremonies.	2	Principal, Registrar, Counselor	Six weeks recognition ceremonies				
19) Navarro Elementary will continue the PPCD/Pegasus Program to meet the needs of our youngest students.	9, 10	Special Education Director, Principal	IEP goals met				
20) Teachers will receive training and implement state provided technology applications curriculum in grades Pre-K-3.	4	Principal	Lesson plans				
21) K-2 Teachers will use Star Early Literacy to interpret and disaggregate test scores so instruction can be directed toward individual needs.	9	Title 1 teacher, Principal, classroom teachers	Campus/Teacher STAR charts STAR Early Literacy data				
22) Classroom teachers, the technology teacher, and the librarian will attend TCEA.	4	Director of Information Services and Technology, principal	Certificates of Attendance				
23) Utilize current software to enhance student achievement on STAAR and in the classroom. (Accelerated Reader, Accelerated Math, Study Island, etc.)	10	Librarian, Title 1 teacher, math and reading teachers	STAAR scores will reflect interventions.				
24) All professional personnel will meet SBEC standards for technology competencies.	4	principal	PDAS STAR chart				
25) Purchase and utilize NEF grant applications of additional laptops, Smart Boards, projectors, handheld devices, resources and other equipment as needed to assist with individualized classroom instruction in reading and math.	10	Director of Information Services and Technology, Instructional Technologist, classroom teachers, principal	Teacher surveys, parent surveys, STAAR, Texas STAR charts, walkthroughs, PDAS				
26) Grade Pre-K-1 students will work in the computer lab and the classroom to build foundational skills, acquire information, solve problems, and communicate effectively (K-2 technology applications TEKS).	2, 10	computer teacher, classroom teachers	lesson Plans				
27) Grades K-3 students will use a word processor and multimedia software to develop effective communication skills.	2, 10	computer teacher, classroom teachers	Lesson plans				

28) Grades 2-3 students will use district keyboarding programs such as Type to Learn. Jr. to master the keyboarding skills necessary to enter intermediate school.	2, 10	computer teacher, classroom teachers	lesson plans				
29) Students will have access to electronic databases.	10	Librarian	Student reports and projects				
30) All teachers will fill out the Texas Teacher Star Chart	10	Principal, Director of Information Services and Technology, Instructional Technologist	Online report showing completion				
31) The campus will comply with CIPA (Children's Internet Protection Act). All students will receive internet safety instruction through the Computer Class; a campus newsletter will address Internet Safety for parents.	10	Computer teacher, principal	lesson plans				
32) The campus will examine existing enrollment numbers and classrooms spaces to prepare for increased student enrollment, returning classroom sizes to the 22:1 student to teacher ratio.		Principal	All classrooms meet 22:1 ratio requirement.				
33) The campus will continue to support the ESL/ELL population by providing staff members to assist in language acquisition as well as obtain content knowledge in the core curriculum.		Principal	ESL support staff; ESL pull out program; ESL student performance on TELPAS				

State Compensatory

Budget for Navarro Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6122.40.101.6.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.101.6.24.0.00	6129 Salaries or Wages for Support Personnel	\$29,998.00
199.11.6141.40.101.6.24.0.00	6141 Social Security/Medicare	\$397.00
199.11.6142.40.101.6.24.0.00	6142 Group Health and Life Insurance	\$1,363.00
199.11.6144.40.101.6.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,340.00
199.11.6416.40.101.6.24.0.00	6146 Teacher Retirement/TRS Care	\$615.00
6100 Subtotal:		\$35,213.00
6300 Supplies and Services		
199.11.6399.00.101.6.24.0.00	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$1,000.00

Personnel for Navarro Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rosie Gutierrez	Instructional Aid	Pre-Kindergarten	1.0
Yari Herrera	Instructional Aid	ESL	.5

Title I

Schoolwide Program Plan

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

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

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

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Marlar	Teacher	Reading/Math	1
Lyndsey Beutnagel	Instructional Aid	Reading/Math	1

2015-2016 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kim Schlichting	Principal
Business Representative	Jill Law	parent and local realtor
Classroom Teacher	Rebecca Borchardt	1st grade teacher
Classroom Teacher	Valaree Marbach	3rd grade
Classroom Teacher	Kristi Monkerud	2nd grade teacher
Classroom Teacher	Holly Olson	Kindergarten Teacher
Community Representative	Kristina Avalos	community representative
District-level Professional	Nina Pugh	Special Education director
Non-classroom Professional	Tasha Goode	Counselor
Non-classroom Professional	Karen Ploetz	Special education teacher
Non-classroom Professional	Jennifer Reinhardt	Speech Therapist
Parent	Cynthia Baker	parent
Parent	Priscilla Suarez	parent
Parent	Ashley Swift	parent

Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00