

Navarro Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Navarro ISD
Where Excellence is the Standard...

Public Presentation Date: December 18, 2017

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

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 ISD is a 4A 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 ISD offers a small-school atmosphere with a rigorous curriculum, supportive staff and active community that supports high quality academic achievements and extra-curricular development. The district is the heart of the Geronimo community and enjoys a successful partnership with parents, families, businesses and community members. The community partnerships are essential to the success of the district in providing a quality education to an expanding community. Through the Navarro Education Foundation and Booster groups supporting the schools, students are able to obtain additional resources for the classroom as well as in extra-curricular activities to assist in their overall growth and academic success in schools.

Navarro ISD Student Demographics

	2016	2017
Total Students	1808	1810
African American	1.6%	1.7%
Hispanic	43.0%	43.9%
White	52.8%	51.7%
American Indian	0.2%	0.2%
Asian	0.7%	0.7%
Pacific Islander	0.1%	0.1%
Two or More Races	1.7%	1.8%
Economically Disadvantaged	36.8%	35.0%
Non-Educationally Disadvantaged	63.2%	65.0%
English Language Learners	3.4%	3.5%
Graduation Rate	95.5%	96.2%
College and Career Ready Graduates	80.7%	76.0%
At Risk	27.1%	36.2%
Attendance Rate	96.5%	96.5%

Navarro ISD Schools and Enrollment

	2016	2017
Navarro Elementary (Prek - 3)	537	519
Navarro Intermediate (4-6)	413	401
Navarro Junior High School (7-8)	284	307
Navarro High School (9-12)	574	583

Navarro ISD Program Enrollment

	State	Navarro ISD	
	%	%	#
Bilingual/ESL	18.8%	3.5%	63
Career and Technology Education	25.0%	27.8%	503
Gifted and Talented	7.8%	7.5%	136
Special Education	8.8%	7.2%	130

Navarro ISD Staff Experience

	# - NISD	% - NISD	% - State
Beginning Teachers	3	2.7%	7.8%
1-5 Years	23	20.4%	28.0%
6-10 Years	18.7	16.7%	20.9%
11-20 Years	42.3	37.6%	27.8%
Over 20 Years	25.5	22.7%	15.5%
Staff with Advanced Degrees	24.6	21.8%	23.6%

Demographics Strengths

Navarro ISDs high achievement rate on STAAR and EOC assessments overall as well as the continued high graduate rate is supported with a strong staff that has increased in experience and higher levels of education over the years. In comparison to the state, Navarro ISD has a more experienced staff with the majority of the staff having 11-20 years of experience. The percentage of teachers in their first two years of teaching is 5% lower than the state average.

Additionally, the district has 21.8% of all staff members holding advanced degrees in education. Staff retention rates are similar to state averages falling about 1% below state turnover rates.

The district has a strong community that supports the education community making Navarro an attractive place to live and work.

Overall Strength Observations:

- High Graduation Rate
- Supportive and Involved Local Community
- 100% of staff teaching in certification area.
- Growing population
- Enhanced facilities at the Elementary, Junior High and High School Campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Junior High Campus has experienced an 8% population growth in the last year.

Problem Statement 2: The High School Campus has experienced a 10% population growth in the last two years.

Problem Statement 3: The Special Education Population has increased by 9% in the last year.

Problem Statement 4: The ELL population has increased by 35% in the last two years.

Student Academic Achievement

Student Academic Achievement Summary

In the 2016-2017 School Year, Navarro ISD and all campuses were presented with a rating of "Met Standard" for the 2016 State Accountability Rating. The District and Campuses met standard for all indices except at the Elementary campus. Navarro Elementary did not meet standard on Index 2 of the Accountability System. However, for accountability purposes, the state requires that districts/campuses meet Index 1 or Index 2 and Index 3 and Index 4. The Index 2 score for Navarro Elementary was based on low performance of ELL students on STAAR Reading and Math assessments. These results represent the performance of .04% of the 3rd grade population that was tested on the campus.

For the 2017 State Accountability ratings, three Navarro ISD campuses were awarded Distinction Designations. Navarro Junior High received two Distinction Designations for *Post Secondary Readiness and Academic Achievement in Social Studies*. Navarro Intermediate Campus received one Distinction Designation for *Academic Achievement in Mathematics*. Navarro Elementary Campus received one Distinction Designation in the areas of *Academic Achievement in English Language Arts/Reading*.

The State and Federal Accountability systems include system safeguards designed to highlight potential areas of academic need among smaller population groups within a larger system. These safeguards measure the performance of all seven race/ethnic groups, as well as the economically disadvantaged student group, English Language Learners and students participating in Special Education. A target of 60% passing is set by the state for each subject for each of these student groups. Navarro ISD has limited population numbers in some of these categories for some subject areas, therefore, in subject areas where the population tested is fewer than 25, the system safeguard is not applicable to Navarro ISD or the campuses. In the 2016-2017 school year, system safeguards were missed at three campuses and at the District level. Navarro High School did not meet the safeguard standard in Reading for the Special Education population and the Economically Disadvantaged Population. Navarro Junior High did not meet the safeguard standard for the Economically Disadvantaged Population on the Social Studies STAAR test. Navarro Intermediate School did not meet the safeguard standard for the Hispanic and Economically Disadvantaged Populations on the STAAR Writing assessment. At the District level, safeguards were missed for the Special Education population in reading and math, the Economically Disadvantaged Population in Writing and the English Language Learner population in reading. Navarro High School, Navarro Junior High School, Navarro Intermediate School and the District will complete a TAIS plan to meet the needs in this area.

Testing Performance and Goals

Reading	State Performance Satisfactory Level	Navarro ISD 2016 Passing Percentage	Navarro ISD 2017 Passing Percentage	State 2017 Passing Percentage
All	60%	84%	82% (-2%)	72%
Hispanic	60%	79%	76% (-3%)	67%
White	60%	88%	86% (-2%)	83%
Eco. Dis.	60%	71%	68% (-3%)	64%
Spec. Ed.	60%	36%	40% (+4%)	35%

Mathematics	State Performance Satisfactory Level	Navarro ISD 2016 Passing Percentage	Navarro ISD 2017 Passing Percentage	State 2017 Passing Percentage
All	60%	89%	88% (-1%)	79%
Hispanic	60%	86%	84% (-2%)	76%
White	60%	92%	92% (-)	87%
Eco. Dis.	60%	82%	81% (-1%)	73%
Spec. Ed.	60%	50%	59% (+9%)	49%

Writing	State Performance Satisfactory Level	Navarro ISD 2016 Passing Percentage	Navarro ISD 2017 Passing Percentage	State 2017 Passing Percentage
All	60%	84%	76% (-8%)	67%
Hispanic	60%	83%	69% (-14%)	62%
White	60%	85%	82% (-3%)	77%
Eco. Dis.	60%	76%	58% (-18%)	58%
Spec. Ed.	60%	56%	29% (-27%)	30%

Science	State Performance Satisfactory Level	Navarro ISD 2016 Passing Percentage	Navarro ISD 2017 Passing Percentage	State 2017 Passing Percentage
All	60%	87%	86% (-1%)	79%
Hispanic	60%	84%	80% (-4%)	75%
White	60%	91%	91% (-)	89%
Eco. Dis.	60%	77%	79% (+2%)	72%
Spec. Ed.	60%	59%	64% (+5%)	47%

Social Studies	State Performance Satisfactory Level	Navarro ISD 2016 Passing Percentage	Navarro ISD 2017 Passing Percentage	State 2017 Passing Percentage
All	60%	81%	84% (-3%)	77%
Hispanic	60%	71%	78% (+7%)	73%
White	60%	88%	88% (-)	86%
Eco. Dis.	60%	69%	63% (-6%)	69%
Spec. Ed.	60%	41%	54% (+13%)	45%

Student Academic Achievement Strengths

Navarro ISD consistently exceeds the state minimum requirement for Satisfactory performance on state assessments based on the 2017 passing standard. The 2017 Standard Progression Measure required that students answer between 37% and 59% of the questions correct on the STAAR assessment in order to meet the passing standard for 2017. Each year, this passing percentage of questions will increase until 2021. In the 2021-2022 school year, the Final College and Career Ready Standards will be reached. This will translate into a standard Scale Score and a Percentage of Questions Correct on the assessments to range from 60% to 80% depending on the grade level and subject area tested.

Achievement Strength Areas:

- High percentage of students performing at the Meets Grade Level passing standard.
- Increased student performance in Reading, Math, Science and Social Studies for students in Special Education
- Increased student performance at the Masters Level of academic expectations
- District and Campuses Met Standard for State Accountability
- Distinction Designations in Reading, Math, Social Studies, and Post Secondary Readiness
- Improved SAT/ACT performance

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.

Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.

Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.

Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.

Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.

Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.

Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.

Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.

District Processes & Programs

District Processes & Programs Summary

Instructional and Curricular Support Programs

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

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

Over the 2015-2016 school year, Navarro ISD revised the Response to Intervention (RtI) process. The district adopted a diamond shaped model (Graphic Version) to better represent our student population. This diamond shape/bell curve allows not only the students who need remediation to support learning needs, but also it targets advanced students to receive accelerated or advanced supplemental instruction to meet their needs. Although RtI has historically been focused on meeting the needs of the struggling students, it failed to identify unique learning needs of students that had the potential to progress in their learning. Through the use of MAP, STAAR and Instructional Assessments, teachers are able to identify student placement within the diamond structure to ensure that all students are provided with a unique learning experience in the classroom.

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

Personnel

Recruitment and retention of highly qualified staff is necessary to increase student performance, provide quality education and help close the achievement gap. In order to support the recruitment, retention and support of employees, Navarro ISD invests a large portion of the instructional and support budgets for the purposes of staff development, training and certification support. Additionally, the district has developed a long range plan for budgeting in order to prepare for future financial planning with the support of the Navarro ISD School Board to continue to strive for competitive compensation for all employees. The district is currently reviewing additional employee incentives that can be offered to employees who remain with the district over time as well as tactics to help attract new and energetic teachers and staff.

The culture of the school district has a positive impact on recruitment and retention, as we are deemed one of the top schools in the 5 county metro area by the San Antonio Express News. Non-district employees' children are allowed to attend school here tuition free and are offered a reduced rate for after school care for children. The district also recently added a full day tuition based program for the 3 and 4 year old children of employees. Recruitment efforts are geared towards universities in the surrounding area (TLU, Texas State, UTSA and UT) and the service centers in Austin and San Antonio. All of the above factors have been successful in the past as the district has a voluntary turnover rate of 15.9%.

District Processes & Programs Strengths

- Highly Qualified Staff in every classroom
- Strong Retention Rate among veteran teachers
- Supportive Infrastructure for Professional Development, Career Growth and Training
- Established Curriculum Management System providing Year at A Glance Organization and Coherent Sequences of Curricular Materials
- Developing RtI Structure to support individual student learning needs.

- Measures of Academic Progress (MAP) assessment system to support identifying individual student learning needs
- Supportive School Board and Administrative Structure

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Salary schedules for professional educators are below comparative markets.

Problem Statement 2: The district has experienced a 6.3% increase in turnover in the last 12 months.

Perceptions

Perceptions Summary

Navarro ISD strives to include the community, parent, business and employee input into the business of the district. The district strives to provide a safe, positive environment cultivating creative problem solvers that make sound, ethical decisions. The vision of the district is to create a culture that:

- Values relationships
- Engages Learners
- Fosters Resilience and Confidence
- Encourages Forward Thinking.

Through this vision, the district seeks to build a school district where the community, parents and employees work together to build a firm foundation for the youth of tomorrow. Navarro strives for excellence in all areas of academics and extra-curricular activities for students, seeking to realize the goal of creating a district *Where Excellence is the Standard*.

Perceptions Strengths

- Supportive Community
- Strong approval rating of program sand processes by parents and community members
- Active parent teacher organizations at all campus sites.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired.

Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited.

Problem Statement 3: Student support and programs for the gifted and talented population are limited.

Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3 and Art for Grades 4-6.

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
- Federal Report Card Data
- 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 End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- 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 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
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment 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

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

Goals

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

Performance Objective 1: The district will continue to implement sound accounting and management practices.

Evaluation Data Source(s) 1: FIRST Rating, Positive Fund Balance, Balanced Budget.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Complete an independent financial audit with no exceptions or management issues.		Superintendent; Business Manager	Audit Report				
	Funding Sources: Local Funds - \$0.00						
2) Maintain Texas Comptroller's Platinum Designation for Financial Transparency.		Information and Technology Services; Business Manager	Platinum Designation.				
	Funding Sources: Local Funds - \$0.00						
3) Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations.		Superintendent; Business Manager	FIRST Rating and Report				
	Funding Sources: Local Funds - \$0.00						
4) Prepare a year budget with projections prepared with five year revenue assumptions.		Superintendent; Business Manager	Adopted budget and projections.				
	Funding Sources: Local Funds - \$0.00						
5) Post budget, check register, audit and financial reports on the district website.		Information and Technology Services; Business Manager; Superintendent.	Website				
	Funding Sources: Local Funds - \$0.00						
6) Designate at least one penny (\$85,000) of tax rate to unexpected maintenance repairs/equipment.		Business Manager	Year end accounting of repairs/replacements.				
	Funding Sources: Local Funds - \$0.00						
7) Evaluate future refinancing opportunities of district debt service yearly.		Superintendent; Business Manager	Debt Schedule				
	Funding Sources: Local Funds - \$0.00						


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

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

Performance Objective 2: The district will continue the process of master planning of facilities to prepare for district and community growth.

Evaluation Data Source(s) 2: Growth and Planning Meetings, building projects, plan development for new Intermediate school and other district improvements.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Organize a 2018 Facilities Planning Committee to address future growth needs.		Superintendent; Facilities and Maintenance; Facilities Committee	Formation of Committee; Scheduling of Meetings.				
	Problem Statements: Demographics 1, 2, 3, 4 Funding Sources: Local Funds - \$0.00						
2) Conduct a demographics study to determine future growth projections within the school district boundaries.		Superintendent	Completed Demographics Study.				
3) Hold at least 2 facilities planning committee meetings to address growth needs and formulate a long range plan.		Superintendent	Meeting Minutes and Calendar posting.				
4) Monitor the five year replacement/repair plan for facilities and capital equipment, making building improvements and purchasing equipment and vehicles as funds allow.		Superintendent; Deputy Superintendent; Facilities and Maintenance.	Updated plans; work orders, purchase order for upgrades or new equipment, building project management reports, completed repairs.				
	Funding Sources: Local Funds - \$0.00						
5) Bi-Weekly Construction and Bond Building project meetings will be held to monitor progress on all constructional projects.		Superintendent, Business Manager,	Meeting Agendas and Minutes				
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The Junior High Campus has experienced an 8% population growth in the last year.
Problem Statement 2: The High School Campus has experienced a 10% population growth in the last two years.

Problem Statement 3: The Special Education Population has increased by 9% in the last year.


Problem Statement 4: The ELL population has increased by 35% in the last two years.

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

Performance Objective 3: The district will meet industry standards for technology connectivity, telecommunications, human and hardware resources to support the educational and administrative needs of the district.

Evaluation Data Source(s) 3: Progress on meeting the goals outlined in the Long Range Plan for Technology for Navarro ISD.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide local, long distance and cellular (business use) phone access for administrators, teachers and staff.		Information and Technology Services	Invoices				
	Funding Sources: Local Funds - \$0.00						
2) Install, maintain, enhance or replace as necessary intra-campus and inter-campus connectivity, including cabling, networking equipment and wireless access.		Information and Technology Services	Invoices, Wireless access maintenance logs, installation of additional wireless support, connectivity logs.				
	Funding Sources: Local Funds - \$0.00						
3) Develop minimum guidelines and standards for network and classroom infrastructure, hardware purchases, implementation, maintenance and replacement.		Information and Technology Services	Completion of Guidelines and Standards.				
	Funding Sources: Local Funds - \$0.00						
4) Implement a district wide storage array network (SAN) and/or backup solution.		Information and Technology Services	Installation of back up System.				
	Funding Sources: Local Funds - \$0.00						
5) Implement a district wide power management solution.		Information and Technology Services	Selection, installation and operation of a power management solution.				
	Funding Sources: Local Funds - \$0.00						
6) Implement district wide security measures for technology and technology systems.		Information and Technology Services	Selection, Installation and operation of technology security measures.				
7) Provide necessary human resources to facilitate technology as an integral part of administration and instructional systems.		Information and Technology Services	Personnel to support technology expansion and improvement.				
8) Maintain support and resources for 1:1 technology devices for students Grades 7-12 and all classroom teachers.		Information and Technology Services	1:1 implementation; Community Survey.				
							


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

Performance Objective 4: The district will continue to provide safe and healthy learning environments for students.

Evaluation Data Source(s) 4: Completed Crisis Management Plan with documented drills, New Facilities Planning and development, Completed facilities projects, development of policy and procedures to ensure safe learning environments, programs for health and wellness promotion.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Use K12 Alerts (electronic call out system) for timely messages concerning emergencies or important district announcements.		Information Services and Technology	Call Logs.				
	Funding Sources: Local Funds - \$0.00						
2) Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to: lock-downs, tornado/weathers, and fire.		Campus Principals; Deputy Superintendent	Logs of Campus Drills on site.				
	Funding Sources: Local Funds - \$0.00						
3) Support the SHAC (School Health Advisory Council) through community meetings and activities to include: sex education programs, Stuff the Bus activities, and promoting health, fitness and good nutrition.		Superintendent	SHAC notes and Board Report; Fitness Gram Results				
	Funding Sources: Local Funds - \$0.00						
4) Participate in Red Ribbon week and other campus-based drug, bullying, and suicide prevention awareness activities.		Campus Counselors	Documented Red Ribbon Activities; District calendar of events; HB 5 survey and report.				
	Funding Sources: Local Funds - \$0.00						
5) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, bullying prevention, character education, Seguin Outdoor Learning Center and Food services nutrition fair.		Counselors; SHAC; Food Services Coordinator	Documented CATCH week activities; Food Services reports; Bullying Education in classrooms; Character education programs at campuses; attendance to the Seguin Outdoor learning center; District Nutrition Fair attendance.				
	Funding Sources: Local Funds - \$0.00						
6) Provide for a clean, safe learning environment through well managed maintenance and custodial services to reduce contagions and maintain a sanitary and orderly school environment.		Operations Manager	Teacher surveys; Parent/Community surveys; student attendance rate.				
	Funding Sources: Local Funds - \$0.00						
7) Deliver cyber education lessons to all students concerning cyber-bullying and internet safety.		Instructional Technologists; Instructional Services	Documented lessons plans for classrooms.				
	Funding Sources: Local Funds - \$0.00						

8) Comply with all CIPA (Children's Internet Protection Act) requirements.	Information Services and Technology	Internet Content Filter purchase; Monitoring of content filter; management of online resources.				
	Funding Sources: Local Funds - \$0.00					
9) Ensure compliance with State and Federal laws concerning the School Lunch and Free and Reduced lunch programs.	Food Services Coordinator	Compliance with state and federal laws; Free and Reduced lunch applications and qualification; Reimbursements from state and federal sources.				
	Funding Sources: Local Funds - \$0.00					
10) Conduct a safety and security audit concerning emergency procedures and drills on a three year cycle.	Deputy Superintendent	Audit report; Log of emergency drills; published emergency procedures.				
	Funding Sources: Local Funds - \$0.00					
11) Contract with the Guadalupe County Sheriffs Office to provide a Deputy to monitor all campuses on a daily basis.	Superintendent	Deputy logs; contract with the Guadalupe County Sheriffs Office for services.				
	Funding Sources: Local Funds - \$0.00					
12) Participate in county emergency management procedures and activities.	Superintendent; Deputy Superintendent	Executed Memorandum of Understanding regarding agency responsibilities.				
	Funding Sources: Local Funds - \$0.00					
13) Utilize identification security measures at all sites for visitors, maintain security cameras on all campuses, and provide for additional cameras and identification support as needed.	Superintendent; Deputy Superintendent; Secretaries	Use of RAPTOR; Visitor Logs; Security camera operations; background checks on all volunteers.				
	Funding Sources: Local Funds - \$0.00					
14) Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to: Bullying education, Reporting of Sexual abuse and Maltreatment of Children; Suicide Prevention Training; Sexual Harassment in the Workplace; Reporting of Neglect or physical abuse; Blood Borne Pathogens Education;	Instructional Services;	Completion of training as documented in Eduphoria.				
	Funding Sources: Local Funds - \$0.00					
						

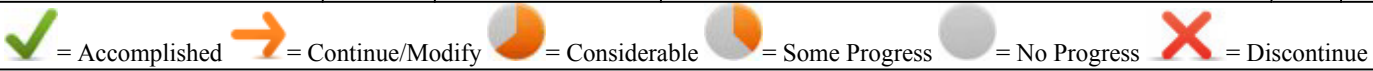
Goal 1: Navarro ISD will provide modern and inviting facilities that inspire a learning community.

Performance Objective 5: The district will provide access to communication and collaboration resource tools to support district operations, campus operations, student achievement and parent connections.

Evaluation Data Source(s) 5: Employees, Administrative, Parent and community activities documented through advertisements, social media connections, online communication tools and newspaper announcements.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Use social media as a means of communication with faculty, parents, and community (i.e Facebook) to promote district activities, events and announcements.	6	Information services and technology	Documented social media postings.				
Funding Sources: Local Funds - \$0.00							
2) Use the district website and campus marquees to inform parents and community members of upcoming events and provide access to district information to allow for financial and accountability transparency.	6	Superintendent; Information Services and Technology.	Parent Surveys; website statistics; marquee postings.				
Funding Sources: Local Funds - \$0.00							
3) Update the district website and calendar weekly and monitor campus sites for accuracy.		Information services and Technology	Updated Websites, Maintained District calendar.				
Funding Sources: Local Funds - \$0.00							
4) Develop Parent Education nights addressing key issues, to include but not limited to, Special Programs, Educational Support options, Online Safety, and topics related to student instructional, community and social needs.		Chief Instructional Officer	Calendar of Events.				
5) Provide at least 2 Parent Education Nights per year.		Chief Instructional Officer	Documentation of Parent Education Nights.				
6) Provide systems to support the acquisition, transmittal and analysis of student performance data to support instructional improvement.		Chief Instructional Officer; Information and Technology Services.	Purchase, acquisitions and reporting programs to support instructional improvement as monitored through the District Technology Plan.				
7) Expand communication with parents and community partners through technology to increase student performance, community engagement and school to home communications.		Chief Instructional Officer; Information and Technology Services	Online access to information in a variety of formats; progress toward a learning management system as outlined in the District Technology Plan.				


8) Provide services and maintenance to support communication for human resources, business operations, strategic planning and employee collaboration district-wide.		Chief Instructional Officer; Information and Technology Services.	Online access and Maintenance of systems as outline in the District Technology Plan.				
							

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

Performance Objective 6: The district will continue to promote healthy eating choices for all students and meet compliance with Federal and State food service guidelines.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Work closely with SHAC to provide nutritious and appealing breakfast and lunch choices for students.		Food Service Director	SHAC Meetings				
2) Review state and federal guidelines for breakfast and lunch components and provide lunch choices that meet nutrition and calorie guidelines per the US Department of Agriculture.		Food Services Director	Audit Office documentation				
3) Work with campuses and the Instructional Services office in identifying students qualifying for the Free and Reduced Lunch program.		Director of Food Services	Student qualification.				
4) Maintain a safe working environment within the cafeteria setting for workers and students.		Food Services Director	Accident reports				
5) Host a yearly health fair and food show to promote healthy eating and lifestyles.		Food Services Director	Hosting of the Food and health fair.				
6) Hold meetings with student council cafeteria advisory groups to support cafeteria offerings.		Food Services Director	Meeting documentation.				
							

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


Performance Objective 1: The district will provide research based professional development, resources and time to support Professional Learning Communities across vertical and horizontal alignment teams.

Evaluation Data Source(s) 1: District staff Development Calendar. PLC Planning time.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) The District Administrative Team will strategically plan District Staff Development days within the district calendar to support curriculum planning, alignment and best practices.	4	District and Campus Administrative Team	Maintenance of Eduphoria, Curriculum Heat Maps, Lead4Ward, TEKS Resources system. Staff Development days, Eduphoria Reports.				
				Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Local Funds - \$0.00			
System Safeguard Strategy Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) PLC vertical and horizontal alignment teams will meet in professional development grouping and throughout the school year at designated times within the campus schedule.	4	Instructional Services	Attendance to PLC meetings; documented calendar of PLC meetings.				
				Funding Sources: Local Funds - \$0.00			

System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to obtain professional development and content alignment time to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students.	8	Instructional Services	Academic Planning Meeting Minutes; Calendar Planning Documentation; Professional Development Plan.				
	Funding Sources: Local Funds - \$0.00						
Critical Success Factors CSF 3 4) Plan administrative PLC meetings to address instructional needs of the district.		Superintendent	Meeting Calendar				
	Funding Sources: Local Funds - \$0.00						
5) PLC Teams will be monitored throughout the school year to provide support in data analysis, progress monitoring and interventions for at-risk or high needs students.		Instructional Services, Campus Principals	PLC Meeting Schedules, progress monitoring data, intervention programs, Rtl monitoring.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.
Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.
Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.
Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.
Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.
Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.
Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.
Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.

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


Performance Objective 2: The district will support Professional Learning Communities (PLC) collaboration and tracking of student progress through the use of common assessment data, MAP data, STAAR data, progress monitoring data and classroom instructional data.

Evaluation Data Source(s) 2: Usage reports, RtI placements, progress monitoring reports, tutorial schedules and test results of students.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Utilize and support Measures of Academic Progress (MAP) testing in Math, Reading, Writing, Grades K-9 and Science grades 5 ad 8 to measure achievement levels as they are tied to RtI, student learning needs, current TEKS readiness, potential STAAR performance, College Readiness and diagnostic data for teachers to focus on gaps in student learning.</p>	2	Instructional Services	Testing Results				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local Funds - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide professional development to teachers and staff in working with the assessment, applying results to classroom instruction, monitoring students within the RTI structure, progress monitoring and testing procedures.</p>	1, 2, 4	Instructional Services	Eduphoria reports. Professional Development Calendar				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Local Funds - \$0.00</p>							
3) Budget funding to support the assessment program.		Instructional Services	Purchase of testing.				
4) Work with PLC teams in using Lead4ward student learning reports and Scaffolding documents to analyze STAAR Data, MAP Data and classroom common assessment or instructional data to make informed decisions about RtI, student progress, advanced placement and lesson planning.		Instructional Services, Campus Principals.	PLC Team meetings Lesson Plans TEKS Scaffold Documents and Student Learning Reports.				

5) Continue to use Benchmark assessments at appropriate grade levels to measure classroom alignment with curriculum standards.		Campus Principals	Completed Benchmark Assessments.				
6) Use Eduphoria Aware to develop common assessments for Semester or Six week exams to measure student progress across classrooms and PLC teams.		Campus Principals	Common Assessments in Eduphoria.				
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.
Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.
Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.
Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.
Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.
Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.
Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.
Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.

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

Performance Objective 3: The district will continue to examine competitive compensation for district employees by examining trends and compensation practices yearly.

Evaluation Data Source(s) 3: Yearly salary review.

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Review the district salary plan yearly to determine if funding exists to be able to increase employee pay.	5	Superintendent; Board of Trustee	Salary Plan Review; Teacher retention;				
Problem Statements: School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: Local Funds - \$0.00							
2) Review and adjust the mid-points for each salary group yearly to maintain competitiveness.		Superintendent; Business Manager	Review and mid-point adjustment completion.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Salary schedules for professional educators are below comparative markets.
Problem Statement 2: The district has experienced a 6.3% increase in turnover in the last 12 months.
Perceptions
Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired.

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

Performance Objective 4: The district will continue to support new teachers entering the district through the Professional Educator Induction Program.

Evaluation Data Source(s) 4: Completion of training sessions, new teachers in programs.

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Hold a New Educator Orientation training yearly allowing New employees to connect with campus mentors, receive introductory training on campus programs and services and receive technology training on district resources.	5	Instructional Services; Information and Technology Services	New Educator Orientation as documented in Eduphoria.				
	Problem Statements: School Processes & Programs 2 Funding Sources: Local Funds - \$0.00						
2) Mentors will be assigned to teachers in their first two years of teaching.	5	Instructional Services	Assigned Mentors; Meetings				
	Funding Sources: Local Funds - \$0.00						
3) Monitor new teachers through classroom observations and walk-throughs.	3, 4, 5	Principals; Instructional Services	Walk through documentation				
	Funding Sources: Local Funds - \$0.00						
4) Hold quarterly meetings with new teachers to provide additional support.		Instructional Services	Meeting Minutes.				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: The district has experienced a 6.3% increase in turnover in the last 12 months.


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

Performance Objective 5: The district will use the Technology Literacy and Proficiency Program (TLPP) with staff to support the implementation of technology use in the classroom.

Evaluation Data Source(s) 5: Implementation progress on the TLPP Plan.

Summative Evaluation 5:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>Critical Success Factors CSF 7</p> <p>1) Implement the Technology Integration Matrix (TIM) Model to support an interactive student learning environment and technology integration into the standard curriculum.</p>		Instructional Services; Campus Principals; Instructional Technology	Completion of the TUPS Survey, Cohort Group Development.				
<p>Critical Success Factors CSF 1</p> <p>2) Develop the scope and sequence of technology concepts and skills based on the Technology Applications TEKS and ISTE NETS within the curriculum using the Technology Integration Matrix as a guide.</p>		Instructional Services; Campus Principals; Instructional Technology	Integration of Technology Applications TEKS into the Scope and Sequence of K-8 courses.				
<p>3) Provide professional development opportunities aligned to the ISTE Teacher and Administrator Standards and the T-TESS and T-PESS technology expectations.</p>		Instructional Services	iSucceed University completion; Professional Development offerings.				
<p>4) Enable all students to demonstrate solid proficiency and independent use of technology supporting academic achievement and college and career readiness.</p>		Chief Instructional Officer; Principals; Instructional Technologists	Increased learning opportunities through online resources, college and career readiness, instructional supports anywhere anytime per District Technology Plan outlines.				
<p>5) Customize professional development to meet teacher/staff needs in real time to support teacher comfort levels of technology that best support student learning needs.</p>		Chief Instructional Officer; Instructional Technologists; Campus Principals.	Increased use of technology in the classroom that supports academic rigor and lifelong learning practices.				
							


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

Performance Objective 6: The district will continue to seek highly qualified applicants to fill vacancies by attending at least 4 job fairs and promoting job openings through at least 2 internet and traditional posting methods.

Evaluation Data Source(s) 6: Job postings, job fair attendance; certification data.

Summative Evaluation 6:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
Equity Plan Strategy 1) Monitor job postings, screenings, and the interview process to assure full consideration of a diversified applicant pool.	5	Human Resources	Increased staff diversity; Highly qualified candidates.				
Funding Sources: Local Funds - \$0.00							
Equity Plan Strategy 2) Attend job fairs.		Human Resources	Attendance to job fairs				
Funding Sources: Local Funds - \$0.00							
Equity Plan Strategy 3) Post job openings in various locations such as district office, newspaper, Texas Association of School Administrators, district website and other applicable sources.	5	Human Resources	Postings of job opening in various locations. Copies of postings. Job applications.				
Funding Sources: Local Funds - \$0.00							
							

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


Performance Objective 7: The district will continue to provide in-district and out of district staff development opportunities to meet the needs of the teachers as evidenced by at least 85% of staff attending professional learning in their content areas.

Evaluation Data Source(s) 7: Eduphoria reports. Staff Development Offerings. Out of district staff development attendance.

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide technology training to increase the effective use of technology with students in classrooms. Specifically supporting 1:1 initiatives in the district aligned to the Technology Literacy and Proficiency Program.	4	Instructional Services	Technology Training provided in iSucceed University; Sign in Sheets and staff development listings.				
Funding Sources: Local Funds - \$0.00							
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 7	4	Instructional Technologists; GT Specialists	In-District training in differentiated instruction as documented in Eduphoria.				
2) Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented, Special Education, ESL Program and Technology integration in the classroom	Funding Sources: Local Funds - \$0.00						
3) Provide behavior modification/restraint (CPI) training for special education staff and others on a yearly basis.	4	Instructional Services	CPI Training sign in sheets; Behavior Training sign in sheets; documents in eduphoria.				
Funding Sources: Local Funds - \$0.00							

System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 7 4) Coordinate with ESC Region XIII to provide staff development and assistance in the areas of state and federal compliance, ESL, migrant, homeless, CTE and Special Education.	4	Instructional Services	Full compliance with state and federal regulations.				
	Funding Sources: Local Funds - \$0.00						
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 5) Allocate funding and district resources to teachers and staff to attend staff development in district or out of district to meet individual content area needs especially in the areas of ESL, Economically Disadvantaged and Special Education.	4	Instructional Services	Eduphoria Reports.				
	Funding Sources: Local Funds - \$0.00, Title II Funds - \$17,000.00						
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 6) Utilize district funds to provide intensive training to teachers and staff to increase student reading, math and science performance for Economically disadvantaged students, ESL students and Special Education students.	1, 4, 10	Instructional Services; Campus Principals	Writing Training documentation in eduphoria; purchase orders.				
	Funding Sources: Local Funds - \$0.00						
							

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


Performance Objective 8: The district will continue to support and provide staff resources for management of personnel and activities.

Evaluation Data Source(s) 8: Program reports, activity reports, purchase orders.

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Continue use of AESOP (Automated District Absence Management System) to decrease overtime, usage of staff leave, increase delivery of instruction to students and decrease campus substitute payroll.		Human Resources; Business Manager	AESOP Reports.				
Funding Sources: Local Funds - \$0.00							
System Safeguard Strategy PBMAS Equity Plan Strategy		Instructional Services; Business Manager; Superintendent	Funding and Resources allocated to GT specialists, dyslexia, behavior, instructional technology.				
2) Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas.	Problem Statements: School Processes & Programs 1, 2 - Perceptions 1						
Funding Sources: Local Funds - \$0.00							
3) Hold monthly counselor meetings to discuss counseling priorities, counseling services, 504 accommodations and at-risk student interventions.		Instructional Services	Monthly meetings; procedures.				
Funding Sources: Local Funds - \$0.00							
4) Hold monthly Special Education meetings with teachers and staff to review compliance training, local resources, group problem solving and program interventions for at-risk students.	4	Instructional Services	Monthly meetings, program interventions documentation, training logs.				
Funding Sources: Local Funds - \$0.00							
5) Allocate funding and resources to the Pegasus /PPCD program to serve children ages 3-4 in the district.	7	Instructional Services	Allocated Funding; Program Implementation				
Funding Sources: Local Funds - \$0.00							
System Safeguard Strategy Critical Success Factors CSF 2		Information and Technology Services; Instructional Services.	Purchase of Eduphoria.				
6) Provide Eduphoria to monitor staff development, student assessment, work orders and employee evaluations	Funding Sources: Local Funds - \$0.00						

7) Provide access to the TEKS Resource system to support instructional focus, year at a glance and curriculum support materials.	Instructional Services; Information and Technology Services	Maintenance agreement for TEKS Resource system; posting of year at a glance documents on teachers websites.				
	Funding Sources: Local Funds - \$0.00					
						

Performance Objective 8 Problem Statements:

School Processes & Programs
Problem Statement 1: Salary schedules for professional educators are below comparative markets.
Problem Statement 2: The district has experienced a 6.3% increase in turnover in the last 12 months.
Perceptions
Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired.

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

Performance Objective 9: The district will identify personnel needs based on school district growth.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Prioritize district needs based on classroom and program needs.		Superintendent.	Personnel allocations.				
Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 2 - Perceptions 1, 2, 3, 4							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: The Junior High Campus has experienced an 8% population growth in the last year.
Problem Statement 2: The High School Campus has experienced a 10% population growth in the last two years.
Problem Statement 3: The Special Education Population has increased by 9% in the last year.
Problem Statement 4: The ELL population has increased by 35% in the last two years.
School Processes & Programs
Problem Statement 2: The district has experienced a 6.3% increase in turnover in the last 12 months.
Perceptions
Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired.
Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited.
Problem Statement 3: Student support and programs for the gifted and talented population are limited.
Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3 and Art for Grades 4-6.

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

Performance Objective 1: Implement the use of the revised Response to Intervention (RtI) structure across all campuses.

Evaluation Data Source(s) 1: Professional Development Offered to support RtI Implementation

- RtI team meeting logs
- Progress Monitoring data - iStation, Compass Learning, Apex
- MAP assessment Data

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Review district data sources PBMAS, STAAR, System Safeguards, Benchmarks, formative assessments, and MAP assessment Data to identify at-risk or instructional need areas for students and apply the appropriate interventions to support the individual learning needs based on district resources and tools provided in the RtI manual.</p>	1	Instructional Services	Use of Data sources; selected targeted interventions.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local Funds - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1</p> <p>2) Provide professional development and classroom support for teachers in implementing the full RTI structure.</p>	4	Instructional Services	Professional Development; Classroom logs.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4 Funding Sources: Local Funds - \$0.00</p>							

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

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.

Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.

Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.

Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.

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

Performance Objective 2: The district will continue to focus on the improvement of student performance on State assessments by showing a 2 to 5 percentage point increase in all student performance as shown in Domain I of the State Accountability Program.

Evaluation Data Source(s) 2: Increase in student performance by 2 to 5 percentage points.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time.</p>	2	Instructional Services	Documented tutorial schedules; Dyslexia Schedules, GT schedules, Instructional Technology support, Reading Interventions, math interventions.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Local Funds - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Provide professional development support or classroom instructional support in utilizing district progress monitoring tools such as iStation, STAR Reading, MAP, Compass, IXL, and and other district provided instructional support resources.</p>	2, 9	Instructional Services; Counselors; Principals	Selection of Tools; documentation of student interventions.				
<p>Funding Sources: Local Funds - \$0.00</p>							

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Continue to support assessment tools and curriculum resources to teachers to provide benchmark and common assessment tools to track students progress towards STAAR performance and College and Career Readiness.</p>	9	Instructional Services	Eduphoria Test Bank; Campus Benchmarks; Review of assessment results through PLC meetings, MAP Assessments; Progress monitoring tools, Textbooks and online support resources.				
Funding Sources: Local Funds - \$0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide professional development and instructional strategies to teachers through after school training, newsletter postings and online communications to best support struggling learners, specifically in writing, reading and math.</p>	4	Instructional Services	Professional Development offerings and sessions as documented in eduphoria; newsletters posted to website, district communications.				
Funding Sources: Local Funds - \$0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Continue to support tutorial and RTI scheduling during the school day.</p>		Instructional services; Campus Principals	Campus Schedules				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8							
Funding Sources: Local Funds - \$0.00							
<p>6) Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.</p>	2, 9	Instructional Services	Standardized/progress monitoring assessment program.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8							
<p>7) Support reading and math interventions through Title I support staff at the Elementary and Intermediate campus.</p>	2, 9, 10	Instructional Services	Student intervention logs.				
Funding Sources: Title I Funds - \$43,500.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Support reading intervention at the Intermediate campus through the use of Read 180 and System 44 for struggling students.</p>	9, 10	Campus Principal	Read 180 reports.				
Problem Statements: Student Academic Achievement 4							
Funding Sources: Title I Funds - \$500.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Support reading intervention at the Junior High and High school Campuses through Reading courses to accompany ELAR.</p>		Campus Principals	Improved reading levels for struggling learners.				
Problem Statements: Student Academic Achievement 4, 5, 6, 7							

System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 10) Develop a comprehensive three year plan addressing the ESL program that can be implemented district wide in all classrooms to best support ELL student learning needs.	Chief Instructional Officer; District ESL Teacher	Formalized plan to support ELL program learning and advancement. SIOP support, ELPS support and in class supports for ESL learners.				
	Problem Statements: Demographics 4 - Student Academic Achievement 1					
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 11) Complete a reading program summary in grades K-5 for program alignment and improved reading performance across grade levels.	Chief Instructional Officer; Campus Principals	District K-5 Literacy Plan. Improved reading performance for all populations.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5					
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 12) Implement the classroom management and instructional support of Explicit Instruction in all classrooms.	Campus Principals; Chief Instructional Officer	Improved best practices to support Tier 1 learning for struggling learners and all learners.				
	Problem Statements: Student Academic Achievement 1, 3, 5, 6, 7, 8					
System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 13) Utilize the Fundamental 5 best practices as the framework to support Explicit Instruction in the classroom.	Campus Principals; Chief Instructional Officer	Fundamental 5 constructs utilized in the classroom to support interactive student learning.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: The ELL population has increased by 35% in the last two years.

Student Academic Achievement

Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.

Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.

Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.

Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.

Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.

Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.

Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.

Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.

Perceptions

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired.

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







Performance Objective 3: The district will continue to focus on the improvement of student progress on State assessment by increasing the percentage of students achieving Masters Grade Level on State Assessments.

Evaluation Data Source(s) 3: Increase in the percentage of students achieving Masters Grade Level from the prior year.

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Develop a plan for the expansion of advanced academic programs at the Junior High and High School campuses.	9	Instructional Services; Campus principals	Additional courses/resources added at Junior High and High School for advanced academics.				
Funding Sources: Local Funds - \$0.00							
System Safeguard Strategy PBMAS Critical Success Factors CSF 4	9	Instructional Services	Instructional Planning documents; activities for students in tutorials.				
2) Work with campuses to identify activities for high performing students that can be conducted during Tutorial/RTI time.	Funding Sources: Local Funds - \$0.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7	2, 9, 10	Instructional Services	Standardized testing/progress monitoring system.				
3) Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.	Funding Sources: Local Funds - \$0.00						

<p>System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide in class support to teachers in high need classrooms to support academic achievement among economically disadvantaged Special Education, ESL and Hispanic students.</p>	3	Instructional Services; Campus Principals					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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


Performance Objective 4: The district will continue to focus on the improvement of closing achievement gaps on State Assessments by increasing the percentage of Hispanic, ESL, Special Education and Economically Disadvantaged students meeting grade level standard on state assessments.

Evaluation Data Source(s) 4: Increase in the percentage of Hispanic, ESL, Special Education and Economically Disadvantaged students meeting grade level standard on the STAAR.

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Work with PLC groups to analyze data among the Hispanic, Special Education and Economically Disadvantaged students to target specific skills among the groups for targeted intervention.</p>	9	Instructional Services; Campus Principals	Selection of targeted skills for intervention. PLC meetings.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8</p> <p>Funding Sources: Local Funds - \$0.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.</p>	2, 9	Instructional Services	Standardized testing/progress monitoring system.				
<p>Funding Sources: Local Funds - \$0.00</p>							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom.</p>		Instructional Services; Campus Principals	Improved performance on state assessments by ESL and Special Education Students.				
<p>Problem Statements: Student Academic Achievement 1, 2, 4, 5, 6, 7, 8</p>							

System Safeguard Strategy PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) Utilize Explicit Instruction process to increase classroom Tier 1 instructional rigor.	Campus Principals	Increased classroom rigor; instructional scaffolding to support all learners in all population groups.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Review the RtI process with all teachers to reinforce the need for data monitoring, assessment and implementation of intervention with fidelity.	Chief Instructional Officer; Campus Principals.	Targeted intervention data to address individual student learning gaps to target instruction to address learning deficits.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 6) Provide continued staff development in Explicit Instruction to support differentiation and learning needs of struggling learners.	Campus Principals; Chief Instructional Officer.	Improved Tier 1 Instruction levels for struggling students.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 7) Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs including SIOP and support training.	Chief Instructional Officer; Campus Principal.	Increased learning by teachers on how to best support the learning needs of the ELL population group.				
	Problem Statements: Student Academic Achievement 1					
Critical Success Factors CSF 1 CSF 7 8) General Education and Special Education teachers will work together in teams to design learning plans for achieving IEP goals for Special Education students.	Campus Principals; Chief Instructional Officer.	Improve student achievement and transition goals for college and career readiness in the special education population.				
	Problem Statements: Student Academic Achievement 5, 6, 7, 8					
						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: ELLS across all grade levels have a 47% passing rate on STAAR/EOC Reading, a 25% increase in performance from the prior year's Reading STAAR/EOC results.

Problem Statement 2: STAAR Writing performance has dropped 3% to 27% among all population groups in the last year.

Problem Statement 3: Economically Disadvantaged students have a 58% passing rate on the STAAR Writing assessment, an 18% drop from the prior year.

Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.

Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.

Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.

Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.

Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.

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

Performance Objective 5: The district will continue to focus on the improvement of College and Career Readiness.

Evaluation Data Source(s) 5: Increase in the percentage of students performing at the Meets Grade level Standard in Grades K-8 and meeting the College and Career Readiness standards for Grades 9-12.

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.	2, 9	Instructional Services	Standardized testing/progress monitoring system.				
Funding Sources: Local Funds - \$0.00							
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 2) Work with vertical and horizontal alignment groups to review testing data for students passing the STAAR and benchmark assessments to track trends for improved performance.	9	Classroom teachers, PLC Groups, Instructional Services	Benchmark Data; Tiering of students.				
Funding Sources: Local Funds - \$0.00							







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

Performance Objective 6: The district will improve Special Education performance on State Assessments in all subject areas.

Evaluation Data Source(s) 6: Increase in performance of Special Education students on STAAR.

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Meet with special education staff and teachers to review student performance on common and benchmark assessments in grades 3-8 in the areas of math and reading to track trends and identify targeted interventions to support student performance on testing measures.</p>	3, 4	Instructional Services; campus principals; special education staff; classroom teachers.	Interventions implemented in the classroom.				
<p>Problem Statements: Student Academic Achievement 4, 5, 6, 7, 8 Funding Sources: Local Funds - \$0.00</p>							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide in district and out of district professional development in classroom support, instructional strategies and data review support for teachers to support special education student needs in the general education classroom.</p>	3	Instructional Services; Special Education	Staff Development				
<p>Problem Statements: Student Academic Achievement 4, 5, 6, 7, 8</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 4: STAAR/EOC reading performance has declined among all population groups by at least 2 percentage points per year for the last two years.

Problem Statement 5: Special Education students across all grade levels have a passing rate of 40% on STAAR/EOC Reading assessments, a 4% improvement from the prior year.
Problem Statement 6: Special Education students across all grade levels have a 59% passing rate on STAAR/EOC Math assessments, a 9% increase from the prior year.
Problem Statement 7: Special Education students have a passing rate of 64% on the STAAR/EOC Science assessments, meeting state guidelines and increasing scores by 5% overall.
Problem Statement 8: Special Education Retention Rates in Kindergarten and 1st grade increased 11% to 30% from the prior year.







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

Performance Objective 7: The district will continue to promote communications between home, school, parents and community.

Evaluation Data Source(s) 7: Community survey information.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Utilize Tx Connect to maintain communication on grading and student progress in the classroom.	6	Information and Technology Services	Tx Connect Use and parent registration				
Funding Sources: Local Funds - \$0.00							
2) Maintain an updated calendar of events on the district website and promote community and parent involvement events such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night.	6	Principals, Instructional Services	Updated events calendar; campus community offerings; parent and community events.				
Funding Sources: Local Funds - \$0.00							
3) Ensure Title I parent meetings are held annually to meet Title requirements.	6	Campus Principals; Instructional Services	Documentation of Title I meetings.				
Funding Sources: Local Funds - \$0.00							
4) Using proceeds from the PreK grant, Navarro Elementary will hold monthly parent education meetings to provide PreK parents with support and resources to help their children be successful in school.		Elementary Principal; Pre K teacher	Monthly parent meetings; Grant resources.				
System Safeguard Strategy Critical Success Factors CSF 5 CSF 6		Instructional Services	Completion of the Plan.				
5) Develop a comprehensive parent and community involvement plan.							
System Safeguard Strategy Critical Success Factors CSF 5 CSF 6		Instructional Services	Parent Education Night Information, Flyers, Attendance, and Calendar Publication.				
6) Provide at least 2 parent education nights per year district wide to provide parents with training, support or information on topics that are trending among US schools.							

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>7) Identify a texting/calling program that may be utilized to support parent notification of campus events, teacher communications, or general announcements.</p>		<p>Instructional Services; Information and Technology Services</p>	<p>Standardized calling/texting system for all campuses and district.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>8) Provide articles, pictures and information about district events using the Panther Tracks publication in coordination with the Seguin Gazette.</p>		<p>Instructional Services</p>	<p>Publication of the Panther Tracks.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

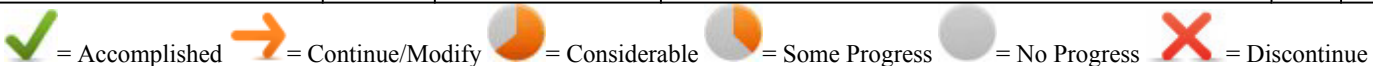
Goal 3: Navarro ISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Performance Objective 8: The district will work directly with campuses to offer courses and extra-curricular activities to meet the needs of the growing population.

Evaluation Data Source(s) 8: Course offering, Extra-curricular activities and Parent and Community survey results.

Summative Evaluation 8:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Identify new clubs or extra-curricular activities for students yearly.		Principals; Instructional Services	Increase in activities or clubs for students.				
Problem Statements: Demographics 1, 2, 3, 4 - Perceptions 2, 3, 4 Funding Sources: Local Funds - \$0.00							
Critical Success Factors CSF 1		Instructional Services	Club meetings.				
2) Provide a robotics club and chess club for students at the 4-8 grade levels to support GT students.							
Problem Statements: Perceptions 3 Funding Sources: Local Funds - \$0.00							
3) Enhance and expand the Special Olympics Program for special needs students in the district.		Instructional Services; Special Education	Student participation in Special Olympics				
Funding Sources: Local Funds - \$0.00							
4) Explore potential clubs or activities targeted for Special Needs students.		Director of Special Education; Chief Instructional Officer.	Club activities inclusive of Special Needs students targeted for identified needs.				
Critical Success Factors CSF 1		Gifted and Talented Specialist; Chief Instructional Officer	Completion of the Recommended Plan and Compliance with all state recommended requirements.				
5) Using the State GT Model for Gifted and Talented Programs and Advanced Academics, develop a district GT program that meets the recommended state plan for Gifted and Talented Programs.							
Problem Statements: Perceptions 3							
6) Continue to support the Destination Imagination program for GT students district wide.		Gifted and Talented Specialist; Chief Instructional Officer.	Funds allocated and sponsors identified to support teams. GT students will be provided will additional opportunities to expand their learning through the process.				
							

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: The Junior High Campus has experienced an 8% population growth in the last year.
Problem Statement 2: The High School Campus has experienced a 10% population growth in the last two years.
Problem Statement 3: The Special Education Population has increased by 9% in the last year.
Problem Statement 4: The ELL population has increased by 35% in the last two years.
Perceptions
Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited.
Problem Statement 3: Student support and programs for the gifted and talented population are limited.
Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3 and Art for Grades 4-6.

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

Performance Objective 9: The district will support campuses in the offering of counseling/special services as evidenced through collaborative partnerships and district initiatives to support student needs.

Evaluation Data Source(s) 9: Collaborative partnerships, Counseling services offered, Homebound program, homeless program and Cooperative partnerships with ESC Region 13.

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Allocate resources and funding to support a homebound instruction teacher.		Instructional Services	Contract agreement with Homebound Instruction Teacher; attendance logs; mileage reports; lesson plans.				
	Funding Sources: Local Funds - \$0.00						
2) Allocate funding and resources to support homeless and/or unaccompanied youths within the district to ensure academic achievement of all students.		Instructional Services	Homeless Procedures; Homeless designation in PEIMS; budgeted funding for the homeless program.				
	Funding Sources: Local Funds - \$0.00						
3) Maintain Memorandum of Understanding with community resources such as Connections, Any Baby Can, MHMR, Bluebonnet Trails and others to support counseling needs.		Instructional Services	MOU on file.				
	Funding Sources: Local Funds - \$0.00						

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


Performance Objective 10: In the 2017-2018 school year, the district will promote college and career readiness across all campuses as evidenced by district activities, CTE certifications offered at the HS level, College TSI scores, Military enlistment, CTE Coherent Course sequencing of courses and career exploration.

Evaluation Data Source(s) 10: CTE certifications offered and completed by students; college and career readiness activities documented on school calendar, campus rosters, TSI, SAT/ACT participation and performance, coherent course sequences and STAAR/EOC performance..

Summative Evaluation 10:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Host a College and Career week in conjunction with Generation Texas Week and College Application Week.	9, 10	Campus Counselors	District Calendar; documented campus activities				
	Funding Sources: Local Funds - \$0.00						
2) Utilize purchased resources such as Career Cruising, PAWS in Jobland and other online tools to highlight college and career pathways at all grade levels.	9	Campus Counselors	Documented lesson plans, documented campus college and career activities.				
	Funding Sources: Local Funds - \$0.00						
3) Facilitate options for dual credit courses, AP courses, certification programs and career pathways in collaboration with local college and universities.	9	Instructional Services, CTE and HS Principals	Certification courses for students; AP course offerings; Dual Credit Offerings; Cooperative relationships with College and Universities through MOU or partnerships.				
	Funding Sources: Local Funds - \$0.00						
4) Allocate funding and program support for student participation in SAT, ACT, PSAT and TSI.		Instructional Services	Student participation counts; student performance on examinations.				
	Funding Sources: Local Funds - \$0.00						
5) Provide instructional resources and programs to increase student performance on the SAT, ACT, PSAT and TSI.		Instructional Services; High School Principals	Increased student performance on testing measures.				
	Funding Sources: Local Funds - \$0.00						
6) Identify additional HS career pathways that may be offered for students to obtain industry certifications upon graduation.		Instructional Services; CTE; High School Principals.	Certification completion by students; course catalog.				
	Funding Sources: Local Funds - \$0.00						

7) Work with the Area Chamber of Commerce and other Independent School Districts in the area to target job needs in the geographical area in order to identify courses and offerings at the High School Level to best support graduates going into the workforces.		Instructional Services; Career and Technology Education	Workforce meetings; course offerings.				
8) Investigate the process of becoming a District of Innovation for the 2017-2018 school year.		Instructional Services; Campus Principals; Superintendent	District of Innovation Determination.				
9) Texas Workforce Commission DARS will support our students with disabilities in moving from HS to job related or college based on student needs.		Director of Special Education	ARD documentation				
Critical Success Factors CSF 1 10) Setup Navarro High School as an official testing site to test all 10th grade students using the Texas Success Initiative (TSI) Assessment to determine college and career readiness for all students and dual credit/AP course placement.		Instructional Services; High School Principal; High School Counselor	Completed testing site Student test results.				
11) Support college and career counseling at the Junior High and High School to assist students in determining college or career options in the selection of high school courses, career pathways, endorsements and testing.		Principals; Instructional Services	College and Career Counseling; Graduation Plans; Increased CTE options at the High School.				
Critical Success Factors CSF 1 12) Investigate possibilities for securing Navarro High School as a testing site for TSI, ACT, and SAT.		Campus Principal; Academic Dean; Chief Instructional Officer.	Provide students with more opportunities to test locally to increase participation and college and career readiness.				
Critical Success Factors CSF 1 CSF 5 13) Work with the Seguin Economic Development Council and the Seguin Chamber of Commerce to develop partnerships with local industry to support career readiness in the local community.		Chief Instructional Officer; Instructional Technology Specialists	Increase opportunities for students to investigate career choices in the local area and align existing Navarro ISD CTE curriculum with industry needs.				
Critical Success Factors CSF 1 CSF 5 14) Continue to support the partnership with CMC for industry focused teaching in the Ag Mechanics program.		Chief Instructional Officer; Campus Principals; Instructional Technologist	A defined coherent sequence of courses for a career path into a local industry in the area of Ag Mechanics. Community based partnership that includes regular visits from CMC staff to support industry related instruction for students.				
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	The District Administrative Team will strategically plan District Staff Development days within the district calendar to support curriculum planning, alignment and best practices.
2	1	2	PLC vertical and horizontal alignment teams will meet in professional development grouping and throughout the school year at designated times within the campus schedule.
2	1	3	Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to obtain professional development and content alignment time to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students.
2	2	1	Utilize and support Measures of Academic Progress (MAP) testing in Math, Reading, Writing, Grades K-9 and Science grades 5 ad 8 to measure achievement levels as they are tied to RtI, student learning needs, current TEKS readiness, potential STAAR performance, College Readiness and diagnostic data for teachers to focus on gaps in student learning.
2	7	2	Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented, Special Education, ESL Program and Technology integration in the classroom
2	7	4	Coordinate with ESC Region XIII to provide staff development and assistance in the areas of state and federal compliance, ESL, migrant, homeless, CTE and Special Education.
2	7	5	Allocate funding and district resources to teachers and staff to attend staff development in district or out of district to meet individual content area needs especially in the areas of ESL, Economically Disadvantaged and Special Education.
2	7	6	Utilize district funds to provide intensive training to teachers and staff to increase student reading, math and science performance for Economically disadvantaged students, ESL students and Special Education students.
2	8	2	Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas.
2	8	6	Provide Eduphoria to monitor staff development, student assessment, work orders and employee evaluations
3	1	1	Review district data sources PBMAS, STAAR, System Safeguards, Benchmarks, formative assessments, and MAP assessment Data to identify at-risk or instructional need areas for students and apply the appropriate interventions to support the individual learning needs based on district resources and tools provided in the RtI manual.
3	1	2	Provide professional development and classroom support for teachers in implementing the full RTI structure.
3	2	1	Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time.
3	2	2	Provide professional development support or classroom instructional support in utilizing district progress monitoring tools such as iStation, STAR Reading, MAP, Compass, IXL, and and other district provided instructional support resources.

Goal	Objective	Strategy	Description
3	2	3	Continue to support assessment tools and curriculum resources to teachers to provide benchmark and common assessment tools to track students progress towards STAAR performance and College and Career Readiness.
3	2	4	Provide professional development and instructional strategies to teachers through after school training, newsletter postings and online communications to best support struggling learners, specifically in writing, reading and math.
3	2	5	Continue to support tutorial and RTI scheduling during the school day.
3	2	9	Support reading intervention at the Junior High and High school Campuses through Reading courses to accompany ELAR.
3	2	10	Develop a comprehensive three year plan addressing the ESL program that can be implemented district wide in all classrooms to best support ELL student learning needs.
3	2	11	Complete a reading program summary in grades K-5 for program alignment and improved reading performance across grade levels.
3	2	12	Implement the classroom management and instructional support of Explicit Instruction in all classrooms.
3	2	13	Utilize the Fundamental 5 best practices as the framework to support Explicit Instruction in the classroom.
3	3	2	Work with campuses to identify activities for high performing students that can be conducted during Tutorial/RTI time.
3	3	3	Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	3	4	Provide in class support to teachers in high need classrooms to support academic achievement among economically disadvantaged Special Education, ESL and Hispanic students.
3	4	1	Work with PLC groups to analyze data among the Hispanic, Special Education and Economically Disadvantaged students to target specific skills among the groups for targeted intervention.
3	4	2	Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	4	3	Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom.
3	4	4	Utilize Explicit Instruction process to increase classroom Tier 1 instructional rigor.
3	4	5	Review the RtI process with all teachers to reinforce the need for data monitoring, assessment and implementation of intervention with fidelity.
3	4	6	Provide continued staff development in Explicit Instruction to support differentiation and learning needs of struggling learners.
3	4	7	Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs including SIOP and support training.

Goal	Objective	Strategy	Description
3	5	1	Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	5	2	Work with vertical and horizontal alignment groups to review testing data for students passing the STAAR and benchmark assessments to track trends for improved performance.
3	6	1	Meet with special education staff and teachers to review student performance on common and benchmark assessments in grades 3-8 in the areas of math and reading to track trends and identify targeted interventions to support student performance on testing measures.
3	6	2	Provide in district and out of district professional development in classroom support, instructional strategies and data review support for teachers to support special education student needs in the general education classroom.
3	7	5	Develop a comprehensive parent and community involvement plan.
3	7	6	Provide at least 2 parent education nights per year district wide to provide parents with training, support or information on topics that are trending among US schools.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112 40 001 8 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199 11 6112 40 041 8 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199 11 6112 40 999 8 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,500.00
199 11 6112 40 102 8 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199 11 6118 00 699 8 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$15,000.00
199 11 6118 44 999 8 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$3,000.00
199 11 6119 40 001 8 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,660.00
199 11 6119 40 041 8 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$23,913.00
199 11 6119 40 102 8 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,257.00
199 11 6119 40 999 8 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$187,076.00
199 11 6122 40 101 8 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$1,500.00
199 11 6122 40 102 8 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6122 40 001 8 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6122 40 041 8 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
199 11 6128 00 699 8 24 0 00	6128 Overtime Pay - Locally Defined	\$1,500.00
199 11 6129 40 001 8 24 0 00	6129 Salaries or Wages for Support Personnel	\$13,117.00
199 11 6129 40 041 8 24 0 00	6129 Salaries or Wages for Support Personnel	\$7,583.00
199 11 6129 40 101 8 24 0 00	6129 Salaries or Wages for Support Personnel	\$37,158.00
199 11 6129 40 102 8 24 0 00	6129 Salaries or Wages for Support Personnel	\$8,505.00
199 11 6141 41 999 8 24 0 00	6141 Social Security/Medicare	\$5,761.00
199 11 6141 44 999 8 24 0 00	6141 Social Security/Medicare	\$44.00
199 11 6142 40 001 8 24 0 00	6141 Social Security/Medicare	\$5,828.00

199 11 6141 00 699 24 0 00	6141 Social Security/Medicare	\$240.00
199 11 6141 40 001 8 24 0 00	6141 Social Security/Medicare	\$1,118.00
199 11 6141 40 041 8 24 0 00	6141 Social Security/Medicare	\$454.00
199 11 6141 40 101 8 24 0 00	6141 Social Security/Medicare	\$521.00
199 11 6141 40 102 8 24 0 00	6141 Social Security/Medicare	\$780.00
199 11 6141 40 999 8 24 0 00	6141 Social Security/Medicare	\$2,776.00
199 11 6142 40 041 8 24 0 00	6142 Group Health and Life Insurance	\$1,361.00
199 11 6142 40 102 8 24 0 00	6142 Group Health and Life Insurance	\$2,527.00
199 11 6142 40 999 8 24 0 00	6142 Group Health and Life Insurance	\$5,798.00
199 11 6142 40 101 8 24 0 00	6142 Group Health and Life Insurance	\$1,372.00
199 11 6144 00 699 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,320.00
199 11 6144 40 001 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,635.00
199 11 6144 40 041 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,428.00
199 11 6144 40 101 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,991.00
199 11 6144 40 102 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,974.00
199 11 6144 40 999 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$14,177.00
199 11 6144 44 999 8 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$240.00
199 11 6146 00 699 8 24 0 00	6146 Teacher Retirement/TRS Care	\$1,610.00
199 11 6146 40 001 8 24 0 00	6146 Teacher Retirement/TRS Care	\$2,238.00
199 11 6146 40 041 8 24 0 00	6146 Teacher Retirement/TRS Care	\$792.00
199 11 6146 40 101 8 24 0 00	6146 Teacher Retirement/TRS Care	\$836.00
199 11 6146 40 102 8 24 0 00	6146 Teacher Retirement/TRS Care	\$1,571.00
199 11 6146 40 999 8 24 0 00	6146 Teacher Retirement/TRS Care	\$5,388.00
199 11 6146 44 999 8 24 0 00	6146 Teacher Retirement/TRS Care	\$316.00
6100 Subtotal:		\$488,115.00
6200 Professional and Contracted Services		
199 11 6269 40 999 8 24 0 00	6269 Rentals - Operating Leases	\$1,804.00

199 11 6299 00 001 8 24 0 00	6299 Miscellaneous Contracted Services	\$15,000.00
6200 Subtotal:		\$16,804.00
6300 Supplies and Services		
199 31 6339 42 999 8 24 000	6339 Testing Materials	\$1,500.00
199 11 6339 42 999 8 24 0 00	6339 Testing Materials	\$500.00
199 11 6399 00 001 8 24 0 00	6399 General Supplies	\$1,500.00
199 11 6399 00 041 8 24 0 00	6399 General Supplies	\$1,500.00
199 11 6399 00 101 8 24 0 00	6399 General Supplies	\$1,000.00
199 11 6399 00 102 8 24 0 00	6399 General Supplies	\$2,000.00
199 11 6399 00 999 8 24 0 00	6399 General Supplies	\$500.00
199 11 6399 41 999 8 24 0 00	6399 General Supplies	\$500.00
199 11 6399 42 999 8 24 0 00	6399 General Supplies	\$1,200.00
199 11 6399 44 001 8 24 0 00	6399 General Supplies	\$500.00
199 11 6399 42 999 8 24 0 0E	6399 General Supplies	\$500.00
6300 Subtotal:		\$11,200.00
6400 Other Operating Costs		
199 11 6411 00 001 8 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 00 041 8 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 41 999 8 24 0 00	6411 Employee Travel	\$500.00
199 11 6411 42 999 8 24 0 00	6411 Employee Travel	\$1,300.00
199 11 6411 44 999 8 24 0 HI	6411 Employee Travel	\$1,500.00
199 11 6499 00 999 8 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
199 11 6499 41 999 8 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
6400 Subtotal:		\$4,100.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anissa Ebert	Behavior Aide	K-12 Behavior	1.0
Canna Scheib	Dyslexia Therapist	K-12 Dyslexia	1.0
Tracey Guetzke	Behavior Specialist	K-12 Behavior	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bernie Martinez	Teacher	Title I Reading	1.0
Courtney Marlar	Teacher	Title I Reading	1.0
Janine Moltz	Aide	Title I Aide	1.0

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Lacey Gosch	Chief Instructional Officer
District-level Professional	Becky Newton	Director of Special Education
Classroom Teacher	Sara Elley	Teacher
Classroom Teacher	Amanda Hernandez	Teacher
Classroom Teacher	Tammy Frederick	Teacher
Non-classroom Professional	Julie Farris	GT Specialist
Classroom Teacher	Michele Sestak-Hansen	Teacher
Classroom Teacher	Bret Breitenkamp	Teacher
Paraprofessional	Tandi Hepp	Administrative Assistant
Business Representative	Danny Avalos	Business Representative
Parent	Jill Law	Parent

Addendums



Targeted Improvement Plan

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

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

Problem Statement #1: ELLs across all grade levels have a 47% pass rate on STAAR/EOC Reading assessments.	Annual Goal #1: ELLs across all grade levels have a 60% pass rate on STAAR/EOC Reading assessments.
Root Cause #1: Special populations have not been a priority.	Strategy #1: Define and align a robust reading program that addresses the needs of all students from grade level to grade level.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Review the RtI process with all teachers to reinforce the need for data monitoring, assessment, and implementation of interventions with fidelity	August - October 2017	MAP assessment data, classroom teacher observations, grading data.	Chief Instructional Officer	Effectively place students in tiered instruction groups for academic achievement.	Specified RtI groups across all campuses	Significant Progress	Continual monitoring of student progress.
	Develop RtI groups based on reading levels and student learning needs.	Sep-17	Classroom teachers, MAP assessment data, 1st Six weeks/9weeks grading data, SST teams.	Campus Principal	Identify specific reading gaps for students and outline specific interventions to address reading needs.	Targeted intervention groups and tracking materials to support learn needs.	Significant Progress	Continue to evaluate RtI and MAP data to support student learning needs.
	Conduct a reading/ELA alignment and instruction audit for grades K-5 in the areas of ELA/Reading.	October - November 2017	ESC Region 13, STAAR Scores, MAP Assessment Data, Classroom Instructional Materials, Teacher interviews, Principal interview and classroom observations.	Chief Instructional Officer ; ESC Region 13 review Team	Define the reading program for grades 5 ensuring alignment and instructional practice consistency from grade level to grade level.	Written report of existing reading program outlining best practices, areas of improvement, program alignment needs and outlining a plan of action for a consistent and aligned reading program for all students.	On Track to Meet Goal	Follow-up planning meeting to review report results and schedule professional development and alignment support.
	Provide targeted staff development on Framing the Lesson.	August - October 2017	Fundamental 5; Explicit Instruction, Kim Watts at Region 13.	Chief Instructional Officer	Teachers providing student friendly specific lesson objectives daily to support students understandings of their learning.	Daily written and discussed student objectives.	Some Progress	Continued focus on the Fundamental 5 framework strategies and Explicit Instruction Model.
Intermediate: <i>(Implementation)</i>	Provide continued staff development in Explicit Instruction to support differentiation and learning needs of struggling learners	Jan-18	ESC region 13 Kim Watts Explicit Instruction	Chief Instructional Officer	Teachers obtain the skill sets necessary to better support Tier 1 Instruction to support a variety of learning needs in the classroom.	Reduce the numbers of students needing and receiving Tier 2 and Tier 3 RtI services.	Some Progress	Extend Explicit Instruction to include Explicit Assessment of Students. Observe teachers and staff using Explicit Instruction strategies in Tier 1 instruction.
	Provide mid-year MAP assessments to track students progress over time and progress toward STAAR Goals	Jan-18	MAP Assessment - Mid Year Benchmark.	Chief Instructional Officer, Teachers, Campus Principal	Identify student progress measures toward growth goals, STAAR Readiness and College and Career Readiness.	Provide teachers with additional data to structure classroom learning to meet the growth needs of the students.	Some Progress	Utilize data to redefine RtI Groups and focus on student learning gaps. Set growth goals for students.
	Grades K-5 working with ESC Region 13 Instructional Coaches to align reading instruction and ELA programming.	November 2017 - March 2018	ESC Region 13 Instructional Coaches, TEKS Resource system, Classroom Teachers,	Chief Instructional Officer, Campus Principals	Grade levels working vertically and horizontally to create an aligned, robust and clearly defined reading program.	Clearly defined and consistent reading program from classroom to classroom and grade level to grade level.	No Progress	Implementation of the reading program and PLC coaching as needed.
	Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs, including SIOP training and support.	November 2017 - March 2018	ESC Region 20; ESC Region 13, Leticia Miller.	Chief Instructional Officer, Campus Principals, ESL Specialist	Teachers utilizing the SIOP model as well as the ELPs to scaffold reading instruction to assist language learners in acquiring reading skills and English speaking skills.	Improved student performance on benchmark assessments and overall reading.	No Progress	Classroom observations and continued teacher support for SIOP strategies.
Long-Term: <i>(Results)</i>	ESL Teachers and General Education teachers will conduct an evaluation of the ESL program and student progress for the year.	April - May 2018	STAAR Data, Reading Inventories, TELPAS Data,	ESL Specialist, Classroom Teachers.	Identify strengths and weaknesses of reading program and use of ELPS and Curriculum supports to plan for changes to the 2018-2019 program.	Improved student performance in reading, program growth and revisions	Some Progress	Program revisions or enhancements to continue to meet student's needs.
Vision Status					Vision Metrics			
								Select

Problem Statement #2: Economically disadvantaged students have a 58% passing rate on STAAR Writing assessments.	Annual Goal #2: Economically Disadvantaged students have a 60% passing rate on STAAR Writing assessments.
Root Cause #2: Special Populations have not been a priority	Strategy #2: Define and align a robust writing program that addresses the needs of all students from grade level to grade level.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
	Review the RtI process with all teachers to reinforce the need for data monitoring, assessment, and implementation of interventions with fidelity	August - October 2017	MAP assessment data, classroom teacher observations, grading data.	Chief Instructional Officer	Effectively place students in tiered instruction groups for academic achievement.	Specified RtI groups across all campuses	Some Progress	Continual monitoring of student progress.

Vision: Navarro ISD can positively influence instruction in every classroom for every teacher and every student, to support engaged learners, forward thinking, positive relationships and college and career ready graduates.								
Short-Term: <i>(training, acquisition of new skills)</i>	Conduct a reading/ELA alignment and instruction audit for grades K-5 in the areas of ELA/Reading.	October - November 2017	ESC Region 13, STAAR Scores, MAP Assessment Data, Classroom Instructional Materials, Teacher Interviews, Principal Interview and classroom observations.	Chief Instructional Officer ; ESC Region 13 review Team	Define the reading program for grades K-5 ensuring alignment and instructional practice consistency from grade level to grade level.	Written report of existing reading program outlining best practices, areas of improvement, program alignment needs and outlining a plan of action for a consistent and aligned reading program for all students.	On Track to Meet Goal	Follow-up planning meeting to review report results and schedule professional development and alignment support.
	Professional Development will be provided by the Writing Academy.	Oct-17	The Writing Academy	Campus Principal	Strategies and Skills for writing designed to support struggling learners in mastering the writing process.	Improved writing scores for all populations	On Track to Meet Goal	Implementation of strategies and skills acquired through the training sessions.
	Professional development will be provided for secondary teachers provided by Gretchen Bernabi to support secondary alignment.	Sep-17	The Writing Workshop - Gretchen Bernabi	Chief Instructional Officer	Strategies and Skills for writing designed to support struggling learners in mastering the writing process.	Improved writing scores for all populations	On Track to Meet Goal	Implementation of strategies and skills acquired through the training sessions.
Intermediate: <i>(Implementation)</i>	Grades K-5 working with ESC Region 13 Instructional Coaches to align writing instruction and ELA programming.	November 2017 - March 2018	ESC Region 13 Instructional Coaches, TEKS Resource system, Classroom Teachers,	Chief Instructional Officer, Campus Principals	Grade levels working vertically and horizontally to create an aligned, robust and clearly defined writing program.	Clearly defined and consistent writing program from classroom to classroom and grade level to grade level.	No Progress	Implementation of the writing program and PLC coaching as needed.
	Provide continued staff development in Explicit Instruction to support differentiation and learning needs of struggling learners	Jan-18	ESC region 13 Kim Watts Explicit Instruction	Chief Instructional Officer	Teachers obtain the skill sets necessary to better support Tier 1 instruction to support a variety of learning needs in the classroom.	Reduce the numbers of students needing and receiving Tier 2 and Tier 3 RtI services.	No Progress	Extend Explicit Instruction to include Explicit Assessment of Students. Observe teachers and staff using Explicit Instruction strategies in Tier 1 instruction.
							Select	
Long-Term: <i>(Results)</i>	Teachers working in vertical and horizontal PLC groups to ensure continued curriculum alignment and writing practices.	April - May 2018	TEKS Resources System, student assessment data, PLC teams	Campus Principals	Content Aligned writing programs that support lifelong writing.	Consistent Writing Curriculum	No Progress	Make Adjustments to curriculum and resources as needed to support student learning needs.
							Select	
							Select	
Vision Status				Vision Metrics				

Problem Statement #3:	Special Education students have a 40% pass rate on STAAR/EOC Reading assessments, a 59% pass rate on STAAR /EOC Math assessments and a 64% pass rate on the STAAR EOC/Science assessments.	Annual Goal #3:	Special Education students have a pass rate of 60% in all subject areas on STAAR/EOC assessments.
Root Cause #3:	Special education has not been a priority.	Strategy #3:	Develop a streamlined process for supporting the instruction of all learners, ensuring that Tier 1 instruction is designed to support all learning needs and identifying extension activities or remediation activities to fill gaps for struggling learners. .

Goal #3:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Provide staff development in designing lessons to support struggling learners through Explicit Instruction and the Fundamental 5.	August - October 2017	ESC Region 13 Kim Watts, Explicit Instruction Training; Explicit Instruction book by Dr. Anita Archer; The Fundamental 5 Book Study; TEKS Resources system; Staff Development Days	Chief Instructional Officer	Teachers obtain the skill sets necessary to better support Tier 1 instruction to support a variety of learning needs in the classroom.	Enhanced learning and differentiated instruction in the classroom	On Track to Meet Goal	Classroom observations and continued support for the implementation of Explicit Instruction in the classroom.
	Utilize MAP assessments to monitor student progress	August - October 2017	MAP assessment Data	Classroom Teachers	Student learning gaps identified and targeted to assist special education learners with meeting their IEP goals.	Improved student growth on assessment data	Some Progress	Monitor student progress.
	Develop folders to track student learning needs	August - October 2017	MAP assessment Data; STAAR assessment Data; reading inventories; classroom assessment data; IEP data	Classroom Teachers, Campus Principals	Teachers identify and discover individual student needs.	Everyone knowing the individual needs of the special education population	Some Progress	Utilize folders to track student progress.
	Provide a significance focus on reading instruction for all special education students through reading alignment at the elementary grades and a robust reading program to support reading for secondary students.	August - October 2017	Reading Plus; ESC Region 13 Reading Review Report; Curriculum Alignment; TEKS resource System	Chief Instructional Officer	Improved reading levels to assist special education students in the acquisition of knowledge and skills in all subject areas.	Improved academic performance in all subject areas.	Some Progress	Continued use and expansion of reading program.
Intermediate: <i>(Implementation)</i>	General education teachers and special education teachers will monitor progress on a 3-6 weeks basis depending on intervention needs of students.	November 2017 - March 2018	Campus Teachers, MAP data, Classroom Data, Intervention Data	Classroom teachers, Campus Principal, Case Managers, Director of Special Education.	Student learning needs are identified and addressed in real time especially in targeted areas.	Improved student academic success.	Significant Progress	Student progress monitoring.
	Students will be placed in appropriate tutorial groups to meet specific needs	November 2017 - March 2018	Tutorial Rosters, Classroom Grades, MAP assessment Data, Intervention program data, IEP data,	Campus Principals, academic dean	Focused classroom instructional time to eliminate learning gaps and support individualized needs.	Improved academic performance	Significant Progress	Monitor progress and adjust tutorial groups as necessary
	Provide mid-year MAP assessments to track students progress over time and progress toward STAAR Goals	Jan-18	MAP Assessment - Mid Year Benchmark.	Chief Instructional Officer, Teachers, Campus Principal	Identify student progress measures toward growth goals, STAAR Readiness and College and Career Readiness.	Provide teachers with additional data to structure classroom learning to meet the growth needs of the students.	Some Progress	Utilize data to redefine RtI Groups and focus on student learning gaps. Set growth goals for students.

Vision:		Navarro ISD can positively influence instruction in every classroom for every teacher and every student, to support engaged learners, forward thinking, positive relationships and college and career ready graduates.						
Long-Term: (Results)	General education and special education teachers will complete an internal evaluation of the reading program effectiveness, and plan for continued use, maintenance and improvements.	April - May 2018	Reading Plus data, MAP Assessment Data, STAR reading Data, EOC data, Classroom Curriculum, eStar Data	Classroom Teachers, Special Education Teachers, Campus Principals	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	No Progress	Utilize evaluation results to prepare for the following school years program.
	General Education and Special Education teachers will work together in teams to design learning plans for achieving IEP goals for Special Education students.	April - May 2018	Reading Plus data, MAP Assessment Data, STAR reading Data, EOC data, Classroom Curriculum, eStar Data	Classroom Teachers, Special Education Teachers, Campus Principals	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	No Progress	Utilize evaluation results to prepare for the following school years program.
Vision Status				Vision Metrics				