

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

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
- Regular integration of technology in instruction

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

Indicators of Success:

- Course offerings, strategies, and extracurricular activities that meet the needs of individual students and prepare them for the 21st century workforce
- Continuous improvement in all four indices of the state accountability system
- Effective communication within the district and campus and between the classrooms and the home.
- Effective counseling and K-12 instruction that addresses soft skills and work ethic
- Increase rigor in the classroom to help level out the disparities between grades and campuses.

Comprehensive Needs Assessment

Demographics

Demographics Summary

We need to continue to improve communication between all parties involved with at-risk students. Our special education population has grown significantly, and we need to consider alternative structures for meeting the needs of these students in the regular classroom. Past structure with learning lab support is no longer sufficient to meet the needs of our special education students that need to meet the rigor of EOC testing.

Student Academic Achievement

Student Academic Achievement Summary

Met Standard EOC Scores

English I EOC	STAAR 2016 Performance	STAAR 2017 Performance
All Students	74%	73% (-1)
Hispanic	71%	68% (-3)
White	77%	77% (-)
Economically Disadvantaged	59%	57% (-2)
Special Education	32% (-27)	27% (-5)

English II EOC	STAAR 2016 Performance	STAAR 2017 Performance
All Students	80%	74% (-6)
Hispanic	71%	69% (-2)
White	89%	79% (-10)
Economically Disadvantaged	61%	56% (-5)
Special Education	*	28%

Algebra I EOC	STAAR 2016 Performance	STAAR 2017 Performance
All Students	72%	78% (+6)
Hispanic	74%	79% (+5)
White	68%	78% (+10)
Economically Disadvantaged	65%	74% (+9)
Special Education	50%	70% (+20)

Biology EOC	STAAR 2016 Performance	STAAR 2017 Performance
All Students	93%	92% (-1)
Hispanic	90%	87% (-3)
White	97%	96% (-1)
Economically Disadvantaged	87%	84% (-3)
Special Education	75%	69% (-6)

US History EOC	STAAR 2016 Performance	STAAR 2017 Performance
All Students	93%	94% (+1)
Hispanic	86%	91% (+5)
White	98%	96% (-2)
Economically Disadvantaged	83%	85% (+2)
Special Education	67%	58% (-9)

EOC Scores Mastering Grade Level

All Subjects - Mastered	STAAR 2016 Performance	STAAR 2017 Performance
All Students	13%	17% (+4)
Hispanic	7%	10% (+3)
White	18%	22% (+4)
Economically Disadvantaged	4%	7% (+3)

Reading EOC - Mastered	STAAR 2016 Performance	STAAR 2017 Performance
All Students	8%	10% (+2)
Hispanic	4%	8% (+4)
White	11%	10% (-1)
Economically Disadvantaged	*	4%

Algebra I EOC - Mastered	STAAR 2016 Performance	STAAR 2017 Performance
All Students	8%	6% (-2)
Hispanic	*	*
White	10%	*
Economically Disadvantaged	*	*

Science EOC - Mastered	STAAR 2016 Performance	STAAR 2017 Performance
All Students	19%	21% (+2)
Hispanic	12%	10% (-2)
White	25%	30% (+5)
Economically Disadvantaged	*	13%

Social Studies - Mastered	STAAR 2016 Performance	STAAR 2017 Performance
All Students	24%	41% (+17)
Hispanic	11%	27% (+16)
White	32% (-10)	51% (+19)
Economically Disadvantaged	*	*

Student Academic Achievement Strengths

Student Achievement Strengths include:

1. While we did see increases in all subgroups on the Algebra I EOC Exam, we are still below all testers in the State numbers. When we consider our district numbers that include 8th grade we are above the State slightly. While we have improved there is still much room for further improvement.
2. Although there were slight decreases in Biology, we are performing very high and well above the State.
3. Increased and high performance in most groups on the US History EOC Exam.
4. Masters level performance in both Biology and History for the campus are both above State and increasing.

We saw a big improvement in course completion, creating a decreased need for credit recovery this past year. This will help to allow time for areas of need in EOC testing for performance and Level III tutorials.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English I scores have dropped 17% for economically disadvantaged students in the past three years, with scores declining yearly.

Root Cause: Differentiation is difficult and special populations have not been a priority.

Problem Statement 2: English I scores have dropped 32% for Special Education students in the past three years, with scores declining yearly.. **Root Cause:** Special education has not been a priority.

Problem Statement 3: English 1 scores have dropped 13% in the All students group, Hispanic and White populations in the past three years, with scores declining yearly.

Problem Statement 4: English II scores have dropped 18% for economically disadvantaged students in the past three years, with scores declining yearly.

Root Cause: Differentiation is difficult and special populations have not been a priority.

Problem Statement 5: English II scores have dropped 34% for Special Education students in the past three years, with scores declining yearly. **Root Cause:** Special education has not been a priority.

Problem Statement 6: English II scores have dropped 5 - 11% in the All student group, Hispanic and White populations in the past three years, with scores declining yearly.

Problem Statement 7: Biology scores have dropped 31% for Special Education Students in the past three years, with scores declining yearly. **Root Cause:** Special education has not been a priority.

Problem Statement 8: Biology scores have dropped 4 - 13% for the All student, Hispanic, White and Economically Disadvantaged population groups, with scores declining yearly.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular Summary

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

Navarro ISD has invested in Measures 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 tools provides instructional goals by students and helps to identify instructional gaps among students, classes and content areas. The assessments are used in combination with STAAR, Classroom assessment data and Professional Learning Community teams to help make sound instructional decisions focused on student needs.

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

Personnel

With significant turnover each of the last two years the campus has approximately 50% of the teaching staff with one year or less on the campus. These teachers need to be retained and grown with the district.

Organizational and Administrative

Administrative schedules are being restructured to allow for a significant increase in administrative classroom presence. All administrators will have established office hours in an attempt to free their time to be in classrooms during the school day. The presence is necessary to support student and teacher needs, as well as, to help establish consistency in numerous campus activities.

School Processes & Programs Strengths

- Process and program strengths include:
 - Professional Learning Communities
 - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
 - Support specialists for Dyslexia, Title I Math, Title I Reading, Gifted and Talented, Instructional Technology, English and a Second Language and Behavior.
 - Highly qualified staff at all campuses
 - Academic Planning Team
 - TEKS Resource System - Alignment of TEKS to curriculum
 - 1:1 integrated curriculum with iPads/ Chromebooks at the Junior High School
 - 1:1 integrated curriculum with Chromebooks at the High School - year 1 of multi-year phase in.
 - MAP Assessment data for Grades K-3, 8 and 9th Grade in ELA, Math and Science
 - RtI process that addresses critical student learning needs across all population and learning groups

Perceptions

Perceptions Summary

With the high percentage of newer staff of the campus, integrating the new members with the veterans will be important in maintaining a productive climate on the campus.

Management of the one-to-one chromebooks across the campus will be essential to teacher and student morale and a positive climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The first year of campus wide Chromebook implementation was difficult. **Root Cause:** Procedures and systems were not in place for all involved parties to manage the chrome books effectively.

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
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Goals

Goal 1: NHS will meet standard for 2018 Accountability and increase Distinction Designations.


Performance Objective 1: By the end of 2018, NHS will improve performance rates in all sub-population groups in all academic areas by 5% in the Meets Grade Level and Masters Grade Level performance categories.

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Utilize RTI process to identify needs for individual students and focus intervention efforts.	Academic Dean, Counselor	EOC scores; retention rate; failure rate				
	Problem Statements: Student Academic Achievement 1, 3, 4, 6, 8 Funding Sources: Local Funds - 0.00					
2) Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students.	Academic Dean, Principal, Staff	EOC scores; retention rate; failure rate				
	Funding Sources: Local Funds - 0.00					
3) Provide PLATO alternative learning system to increase student opportunities for credit recovery.	Principal	Failure rate; drop-out rate; course completion rate				
	Funding Sources: SCE Funds - 0.00					
4) Continue the expanded use of the PLATO System to allow for greater elective opportunities for students.	Academic Dean, Plato teacher	Number of credits received by CBI (computer based instruction)				
	Funding Sources: Local Funds - 0.00					
5) Provide remedial summer instruction for any student who has not passed EOC exams.	Principal	Summer EOC passing rates				
	Funding Sources: SCE Funds - 0.00					
6) Ensure that eligible students receive dyslexia, ESL, GT, 504, and Special Education services and/or accommodations and/or modifications.	Academic Dean, Counselor; Dyslexia and GT coordinators; SpEd Director	Retention rate; failure rate; AP test pass rate; number of students testing; EOC scores				
	Funding Sources: Local Funds - 0.00					

7) Provide STAAR and coursework remediation for at risk students in all core areas.	Core teachers; Academic Dean	EOC scores after school intervention; school day tutorials				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: Local Funds - 0.00, SCE Funds - 0.00					
8) Provide additional assistance for inclusion students.	Special Education Teacher	PEIMS data; STAAR scores; grade; attendance				
	Problem Statements: Student Academic Achievement 2, 5 Funding Sources: SPED Funds - 0.00					
9) Coordinate with Region XIII to provide staff development in the areas of state and federal compliance, ESL, migrant, homeless, CTE, and Special Education.	Chief Instructional Officer, Principal, SPED Director	EOC scores; attendance rate				
10) Support provided for curriculum development and alignment.	Principal, Chief Instructional Officer	Curriculum implementation				
	Funding Sources: Local Funds - 0.00					
11) Support for disaggregating of data will be provided.	Principal, Chief Instructional Officer	Teacher surveys and Eduphoria				
	Funding Sources: Local Funds - 0.00					
12) Provide PSAT, ASVAB	Counselors	Increase SAT/ACT scores; college and career readiness				
	Funding Sources: Local Funds - 0.00					
13) Use the Eduphoria program to target interventions for students failing EOC and local assessment.	Principal, Academic Dean	Increase all EOC scores				
	Funding Sources: Local Funds - 0.00					
14) Increase participation in Dual Credit courses through regular opportunities for qualifying testing on TSI. We will begin testing all junior level students. We will become a TSI testing center and our abilities to test students in a more timely fashion will be improved.	Academic Dean, Counselor	Check dual credit enrollment by semester				
	Funding Sources: Local Funds - 0.00, CTE Funds - 0.00					
15) A vertically aligned, rigorous curriculum will be implemented in all core subjects.	Chief Instructional Officer, Principal	EOC scores; T-TESS				
	Funding Sources: Local Funds - 0.00					
16) We will be teaching selected courses in a team teaching environment with English or Math certified teachers working with special education students to meet the needs of students struggling in these two areas.	Principal, Special Education Director, Teachers	Course completion rates; T-TESS				
	Funding Sources: Local Funds - 0.00					
17) A full-time ESL teacher to teacher three periods daily at the secondary level. This teacher will service all ELL students, as well as, seeing beginning and intermediate language learners every day for multiple periods. This teacher will have a full language immersion classroom.	Principal, Chief Instructional Officer	TELPAS results				

System Safeguard Strategy Critical Success Factors CSF 1 18) Increase special education professional staff assistance in inclusion classrooms.	Principal, Special Education Director.	Improved EOC results among special education subgroup.				
	Problem Statements: Student Academic Achievement 2, 5, 7					
System Safeguard Strategy Critical Success Factors CSF 1 19) Provide targeted professional development for differentiation to meet the needs of special education students through training to include "Explicit Instruction".	Principal, Special Education Director.	Improved academic and EOC results among special education subgroup.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8					
20) Involve the District GT Coordinator in college and career counseling for GT students.	Principal, Academic Dean, Chief Instructional Officer	Student contact logs.				
System Safeguard Strategy 21) Provide Reading courses for students reading below grade level with small group environment and two teaching professionals to implement individualized reading intervention.	Chief Instructional Officer, Principal, Academic Dean,	Improved functional reading levels STAAR results within subgroups				
	Funding Sources: Local Funds - 0.00					
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: English I scores have dropped 17% for economically disadvantaged students in the past three years, with scores declining yearly. Root Cause 1: Differentiation is difficult and special populations have not been a priority.
Problem Statement 2: English I scores have dropped 32% for Special Education students in the past three years, with scores declining yearly.. Root Cause 2: Special education has not been a priority.
Problem Statement 3: English I scores have dropped 13% in the All students group, Hispanic and White populations in the past three years, with scores declining yearly.
Problem Statement 4: English II scores have dropped 18% for economically disadvantaged students in the past three years, with scores declining yearly. Root Cause 4: Differentiation is difficult and special populations have not been a priority.
Problem Statement 5: English II scores have dropped 34% for Special Education students in the past three years, with scores declining yearly. Root Cause 5: Special education has not been a priority.
Problem Statement 6: English II scores have dropped 5 - 11% in the All student group, Hispanic and White populations in the past three years, with scores declining yearly.
Problem Statement 7: Biology scores have dropped 31% for Special Education Students in the past three years, with scores declining yearly. Root Cause 7: Special education has not been a priority.
Problem Statement 8: Biology scores have dropped 4 - 13% for the All student, Hispanic, White and Economically Disadvantaged population groups, with scores declining yearly.

Goal 1: NHS will meet standard for 2018 Accountability and increase Distinction Designations.

Performance Objective 2: By the end of 2018 Navarro High School will write a plan to expand the reading program beyond the current implementation in two sections of reading.

Evaluation Data Source(s) 2: TAPR, individual student reading assessment improvement

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
System Safeguard Strategy 1) Through the identification of students currently reading multiple levels below grade, we will expand the numbers of students being instructed with the Reading Plus curriculum.	Principal, Academic Dean	EOC scores, course completions				
Funding Sources: Local Funds - 0.00						
System Safeguard Strategy 2) Develop a plan to coordinate the work of ELA instructors with the reading teacher to enhance to use of the Reading Plus curriculum for the students involved with the classes.	Principal, Academic Dean, Chief Instructional Officer, teachers	Collaboration between ELA and Reading teacher, EOC scores, ELA scores				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6						
Funding Sources: Local Funds - 0.00						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: English I scores have dropped 17% for economically disadvantaged students in the past three years, with scores declining yearly. Root Cause 1: Differentiation is difficult and special populations have not been a priority.
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Problem Statement 6: English II scores have dropped 5 - 11% in the All student group, Hispanic and White populations in the past three years, with scores declining yearly.


Goal 2: NHS will implement processes and procedures to maximize communication and parent involvement.

Performance Objective 1: Parents and Teachers will be full partners and will communicate throughout the year, as evidenced by parent and teacher surveys.

Evaluation Data Source(s) 1: Parent and Teacher Surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees. Current members will strive to recruit parent and community representatives.	CIP committee	Meeting sign-in sheets				
	Funding Sources: Local Funds - 0.00					
2) Parents and community members will be informed of school activities and performance on district website, marquee, email directories and K12 alert.	Principal, Web Master	Website tracking; current input on web; marquee; K12 alert				
	Funding Sources: Local Funds - 0.00					
3) Host parent meetings at times that meet the needs of the community to explain college and FAFSA. Invite parents to career day. Provide community library in the evenings.	Counselor, Librarian, Staff	Percentage of students seeking college admission; parent survey				
	Funding Sources: Local Funds - 0.00					
4) Educate parents on career and college readiness standards through career day, college planning sessions, open house and posted articles.	Principal, Counselor, Librarian, Staff	Percentage of students seeking college admission; parent survey				
	Funding Sources: Local Funds - 0.00					
5) Campus administration will communicate with parents and students through daily announcements that will be posted on the website, marquee or K-12 alert system and central posting area on campus. Parents can also sign up for a list serve to receive daily announcements.	Principal	Teacher surveys; publication proof				
	Funding Sources: Local Funds - 0.00					
6) Campus administration will communicate with teachers through weekly email (announcements and an events calendar on google). Hold faculty meetings once per month with agendas in google. Regularly scheduled PLC time in weekly schedule. Leadership team will meet as necessary.	Principal; leadership team; core content leaders	Teacher surveys; meeting sign-in sheets and agendas				
	Funding Sources: Local Funds - 0.00					
7) Provide parents with online access to student grades. Increase participation through Academic Open House (scheduled to meet community needs).	Principal; Teachers; Academic Dean	Parent surveys; orientation sign-in sheets				
	Funding Sources: Local Funds - 0.00					

8) Parents will be notified of student discipline referrals.	Assistant Principal	Parent surveys; administrative discipline log				
	Funding Sources: Local Funds - 0.00					
9) Introduce parents to booster club opportunities at evening events.	Principal, Staff, Organization Sponsors	Parent surveys; sign-in sheets				
	Funding Sources: Local Funds - 0.00					
10) Campus successes will be communicated in the local media.	Activity Sponsors	Parent surveys; publications				
	Funding Sources: Local Funds - 0.00					
11) Orientation for 8th graders and parents making a transition to high school to include more teacher/program representation.	Principal/ Academic Dean	Parent surveys; event occurrence				
	Funding Sources: Local Funds - 0.00					
12) Parent Night in conjunction with the first six weeks report card.	Academic Dean	Parent sign-in; parent surveys				
	Funding Sources: Local Funds - 0.00					
13) Coordinate communication between the Academic Dean and classroom teachers regarding at risk student progress.	Principal, Academic Dean	At- risk logs; teachers provided with at-risk student list; email logs with teacher				
	Funding Sources: Local Funds - 0.00					
14) Personal invitations to parents of at-risk students for school events.	Academic Dean	Sign-in sheets at events				
	Funding Sources: Local Funds - 0.00					
15) Communicate through technology and social networks to connect with graduates and evaluate their success.	Tech. Coordinator	Feedback on website				
	Funding Sources: Instructional Materials Allotment - 0.00					
16) Through posting lesson plans on the teacher website and grades on the parent portal, teachers and parents will have constant communication.	Principal, All Teachers	T-TESS; parent survey				
	Funding Sources: Local Funds - 0.00					
						


Goal 3: NHS will implement drop out and attendance processes and procedures to support student graduation plans and goals.

Performance Objective 1: The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 96.5%, and increase the high school completion rate to 95% for all students. We expect 90+% of our graduates to be on the recommended or distinguished plans.

Evaluation Data Source(s) 1: Student Graduation Plans.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Support programs (i.e. Special Education, ESL, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students.	Counselor, SpEd, Nurse	STAAR scores; failure/retention rate; attendance rate; dropout rate				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00					
2) Provide Alternative curricula/avenues to meet individual needs (i.e. PLATO, Distance Learning, AP courses, dual credit courses, CTE courses, Manufacturing Academy, Information Technology Academy, CTTC courses).	Academic Dean	Student surveys; graduation rates; PEIMS data				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00, CTE Funds - 0.00					
3) Alternative classroom to provide accelerated online opportunities for students at-risk for graduation with their cohort.	Principal, Academic Dean, Teacher	Enrollment; attendance; graduation records				
	Funding Sources: Local Funds - 0.00					
4) Attendance incentive for senior opportunities for preferred parking assignments.	Assistant Principal	Junior class attendance rates				
	Funding Sources: Local Funds - 0.00					
5) Attendance incentive for all students with one excused absence or less each six weeks.	Principal/Assistant Principal	Reductions in credit loss to attendance Increased attendance across all campus groups				
	Funding Sources: Local Funds - 0.00					
6) Provide exam exemptions for seniors based on grades and attendance rate.	Principal	Increased attendance rate				
	Funding Sources: Local Funds - 0.00					
7) Attendance letters will be mailed on a regular basis.	Assistant Principal; PEIMS clerk	Attendance rates				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00					
8) Parents will be called for every student absence and informed of trending absences.	Assistant Principal, Attendance Committee, campus secretary and nurse	Attendance rates; truancy filings				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00					

9) Conduct Attendance Committee meetings to review each instance of a student having 10 or more absences.	Assistant Principal, Attendance Committee	Attendance rates; credit recovery placements				
	Funding Sources: Local Funds - 0.00					
10) Utilize civil court system to enforce compulsory school attendance laws, and develop a plan.	Assistant Principal	Improved attendance for students with chronic truancy				
	Funding Sources: Local Funds - 0.00					
11) Systematic tracking of all campus "leavers".	Attendance Clerk; Academic Dean; Assistant Principal	Increased completion rate; PEIMS data				
	Funding Sources: Local Funds - 0.00					
12) Identify and monitor potential at-risk 9th graders based on attendance.	Academic Dean, Assistant Principal, 9th grade teachers	At-risk student list				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00					
13) Modeling attendance behaviors through improved staff attendance.	Principal	Staff attendance records and rewards				
	Funding Sources: Local Funds - 0.00					
14) Weekly reports of absences to be reviewed for truancy and credit purposes. They will be used for tracking absences before a problem arises.	Assistant Principal, Registrar	Weekly attendance reports with student absence counts				
						


Goal 4: Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.

Performance Objective 1: NHS will support the professional learning and certification needs of existing teachers, while seeking highly qualified applicants to meet the instructional needs of the campus demographics.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) All teachers and paraprofessionals will meet state and federal guidelines for certification.	Principal	Certificates on file in central office				
	Funding Sources: Title II Funds - 0.00, Local Funds - 0.00					
2) New teachers will receive orientation training.	Chief Instructional Officer	Teacher retention rate				
	Funding Sources: Local Funds - 0.00					
3) Teachers will receive professional development based on identified needs. Professional development activities will include: AP Institutes; subject area/grade level training; meeting the needs of diverse groups; behavior management; technology/technology integration; disaggregating of test scores; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; support for certification; CTE; ESL instruction, District data.	Principal; Technology Director; Chief Instructional Officer	Teacher surveys; T-TESS; EOC scores; discipline records; AP scores; six weeks tests				
	Funding Sources: Title II Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00, Local Funds - 0.00					
4) Administrators will meet with departments and campus committees on a regular basis through the establishment of the leadership team.	High School Admin.	Teacher surveys				
	Funding Sources: Local Funds - 0.00					
5) Continue partnership program with TSU and TLU participating in student teaching programs.	Principal and University Supervisors	Produce highly qualified candidates				
	Funding Sources: Local Funds - 0.00					
6) Mentoring program to assist new teachers to campus.	Principal, Teacher Leader for Program	Summative conference results with new teachers, staff surveys				
7) New teaching staff will be trained in "Explicit Instruction" prior to beginning the school year.	Principal, Academic Dean, Chief Instructional Officer	Summative conference results with new teachers, staff surveys, T-TESS				
	Funding Sources: Local Funds - 0.00					

8) One additional teacher will be added in both English and science to match staffing allocations in other core areas.	Principal	Improved student-teacher ratio in these areas				
	master schedule					
Funding Sources: Local Funds - 0.00						
						

Goal 4: Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.

Performance Objective 2: NHS will evaluate needs for staffing within the special education department to assure sufficient and appropriate staffing for all special education classes.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
System Safeguard Strategy 1) Increase staffing for professional and paraprofessional positions by the fall semester of 2018.	Principal, Special Education Director, Chief Instructional Officer					
Funding Sources: Local Funds - 0.00						


Goal 5: NHS will implement programs, processes and procedures to support the social, emotional, health and safety needs of the student body.

Performance Objective 1: Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. Parent and teacher surveys will reflect appropriate ratings for campus safety and discipline.

Evaluation Data Source(s) 1: Parent and Teacher Surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Participate in Red Ribbon Week activities	Counselors; Nurse	Student involvement; social climate; participation				
	Funding Sources: Local Funds - 0.00					
2) Provide programs to support the message of safe and drug free schools and life choices.	Counselors; Nurse	Student involvement; social climate; participation				
	Funding Sources: Local Funds - 0.00					
3) Provide individual counseling and conflict resolution for at risk students.	Counselors; Academic Dean; A.P.	PEIMS 425				
	Funding Sources: Local Funds - 0.00					
4) Inform teachers on campus crisis plan by conducting lockdown procedure drills. Review and update as needed.	Assistant Principal	Mock drills and verbal				
	Funding Sources: Local Funds - 0.00					
5) Provide canine drug detection.	Administration, Private Company	PEIMS 425 report				
	Funding Sources: SCE Funds - 0.00					
6) Update Crisis Prevention Institute training for core team members (CPI).	Core Team	Effective handling of crisis situations				
	Funding Sources: IDEA-B Funds - 0.00					
7) Counselor will collaborate with outside agencies and refer students and their families when appropriate.	Counselor	Student/teacher surveys				
	Funding Sources: Local Funds - 0.00					
8) A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion.	Administration	Student achievement; 425 report; daily climate				
	Funding Sources: Local Funds - 0.00					

9) ISS/AEP with a single teaching professional managing work and scheduling for all students.	Restructured ISS/AEP with a single teaching professional managing work and scheduling for all students.	Contact and assignment logs in classroom				
	Funding Sources: Local Funds - 0.00					
10) A character education program will be included into the ISS discipline program.	Assistant principal I.S.S. Coordinator	PEIMS 425 report; daily occurrences				
	Funding Sources: Local Funds - 0.00, SCE Funds - 0.00					
11) Improve safety by requiring all visitors/ substitutes to wear name tags, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag.	All staff	No unidentified and approved visitors on campus				
	Funding Sources: Local Funds - 0.00					
12) Consistent enforcement of campus wide rules.	All staff	T-TESS; PEIMS 425 report; teacher surveys				
	Funding Sources: Local Funds - 0.00					
13) Counseling will include: bullying, dating violence, and sexual harassment.	Counselor	Parent and staff surveys				
	Funding Sources: Local Funds - 0.00					
14) An evidence-based alcohol awareness instructional program will be incorporated for students from the approved providers lists as per SB 1344.	Principal, Counselor	Lesson plans				
	Funding Sources: Local Funds - 0.00					
15) Support efforts of the SHAC (School Health Advisory Council) in implementing services.	Nurse, Principal, Counselor, SHAC	SHAC; Fitnessgram results				
	Funding Sources: Local Funds - 0.00					
16) Promote safe and healthy life choices through PE, counseling services, and character education.	Teachers, counselor, SHAC, Nurse	Parent and staff surveys				
	Funding Sources: Local Funds - 0.00					
17) Literature and contact options will be posted and available to students for issues surrounding dating violence. Counselors are available to work with teens in need of this service.	Counselors	Counselor contact logs				
	Funding Sources: Local Funds - 0.00					
18) Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrator making the placement and daily updates of placement from DAEP coordinator.	Principal, Assistant Principal, DAEP Instructor.	Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms.				
	Funding Sources: Local Funds - 0.00					
19) Administrators will adjust their schedules with posted office hours to allow for increased time in classrooms.	Principal	Improved teacher support Improved consistency across campus Greater student familiarity with administrative staff				
		Survey response Direct student and staff feedback				
Funding Sources: Local Funds - 0.00						
						

Goal 6: NHS will promote the effective, efficient and timely use of technology to support student learning.

Performance Objective 1: Classroom use of technology will continue as influenced by data on the Technology Integration Matrix.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Support and train High School Level Technology Applications teachers.	Principal	Texas Campus Star Chart; Texas Teacher Star Chart				
	Problem Statements: Perceptions 1 Funding Sources: Local Funds - 0.00					
2) Send one teacher to TCEA.	Principal	Report made at faculty meeting				
	Funding Sources: Local Funds - 0.00					
3) Students will have access to electronic databases.	Librarian	Campus and teacher Star Charts				
	Funding Sources: Local Funds - 0.00					
4) The library will maintain current library management software.	Librarian	Usage reports; campus and teacher Star Charts				
	Funding Sources: Local Funds - 0.00					
5) The campus will maintain and update the electronic student management system.	Registrar	Data Audit = 90% of student contact data will be entered by due date; Campus and teacher Star Charts				
	Funding Sources: Local Funds - 0.00					
6) The campus will maintain and update an electronic health database.	Nurse; Technology Director	Data Audit - 95% of student health information will be entered by due date; Campus and teacher Star Charts				
	Funding Sources: Local Funds - 0.00					
7) The campus will maintain and update a campus website.	Campus Webmaster	Statistical reports; parent surveys				
	Funding Sources: Local Funds - 0.00					
8) Parents, Students, Teachers and Community Members will have access to campus libraries beyond the normal school day.	Principal, Librarian	Usage reports; Campus and teacher Star Charts				
	Funding Sources: Local Funds - 0.00					
9) All professional personnel will maintain a web page for parent communication.	Staff	Data audit - 100% of professional staff have weekly updated pages				
10) Utilize email to provide weekly updates for staff.	Principal	Texas Teacher Star Chart				
	Funding Sources: Local Funds - 0.00					

11) Teachers will use the school provided electronic program to record attendance and grades.	Registrar; Principal	Attendance records; grade records				
	Funding Sources: Local Funds - 0.00					
12) Every high school student will have a chromebook issued to them for school and home use. It will be a tool for daily use.	Principal, Technology Director	Walkthroughs and evaluations				
	Funding Sources: Local Funds - 0.00					
13) Student access to CTTC for technology courses.	Academic Dean, Counselor	Course completion and participation rates				
	Funding Sources: Local Funds - 0.00, CTE Funds - 0.00					
14) Continue student participation in dual credit classes.	Academic Dean, Counselor	Course completion and participation rates				
	Funding Sources: Local Funds - 0.00					
15) Update technology software and hardware for technology classes.	Technology Director	New software and equipment				
	Funding Sources: Local Funds - 0.00					
16) The campus will comply with all CIPA (Children's Internet Protection Act) requirements.	Technology Director	Lesson plans; parent surveys				
	Funding Sources: Local Funds - 0.00					
17) All students will be instructed on internet safety.	Instructional Technologist	Completion through English courses with instructional technologist				
	Funding Sources: Local Funds - 0.00					
18) Instructional technologist will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter.	Chief Instructional Officer, Principal	Walkthroughs and T-TESS				
	Problem Statements: Perceptions 1					
	Funding Sources: Local Funds - 0.00					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The first year of campus wide Chromebook implementation was difficult. Root Cause 1: Procedures and systems were not in place for all involved parties to manage the chrome books effectively.


Goal 7: NHS will promote career readiness and career pathways to support student transitions into the workforce.

Performance Objective 1: Age appropriate career education will be provided to 100% of the students as evidenced in each student's four year plan file.

Evaluation Data Source(s) 1: Student's Four Year Plan.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Utilize ONET, classroom presentations and Career Cruising Program for student planning and college/career investigation.	Counselor; Librarian	Four year plans on file				
	Funding Sources: Local Funds - 0.00, CTE Funds - 0.00					
2) Utilize Career Center for increased student/parent access to information about further education/ employment.	Counselor; Academic Dean	Increased use of resources				
	Funding Sources: Local Funds - 0.00, CTE Funds - 0.00					
3) Provide enhanced learning opportunities through distance learning with Alamo Colleges and the Texas Virtual School network.	Academic Dean	Increased number of students accessing coursework				
	Funding Sources: Local Funds - 0.00					
4) Continue providing a Navarro High School Career Fair in conjunction with Generation TX week.	Counselor	Student have the opportunity to explore/discuss a wide variety of careers				
	Funding Sources: Local Funds - 0.00					
5) Provide increased awareness and opportunities for career-centered course opportunities.	Counselor	Number of students enrolled in CTE courses				
6) Provide increased opportunities for students to achieve certification in CTE courses.	Counselor	Number of students earning certifications				
7) Provide classroom guidance to grades 9-12 on college & career planning.	Counselors	Students will feel comfortable applying for college admission or jobs				
8) Provide parent nights to offer college & career planning awareness.	Counselors	Parent awareness of opportunities for their children				
	Funding Sources: Local Funds - 0.00					
9) Information meetings for special education and 504 parents to facilitate the transition to post graduation support for students.	Special ed. Teachers, Principal	ARD documents referencing transition meetings				
	Funding Sources: Local Funds - 0.00, SPED Funds - 0.00					
10) Provide first course in CTE strand for health sciences to address a top employment area for students in local job market.	Principal, CTE Coordinator	Students will have training opportunities in a field with high employment opportunities				
	Funding Sources: CTE Funds - 0.00					

11) Establish partnership with local company(CMC Steel) to provide students in agricultural mechanics classes with current industry support in areas such as welding and electrical applications.	Principal, CTE Coordinator	Students will have the opportunity to learn and establish industry relationships through project completed within the partnership				
	Funding Sources: CTE Funds - 0.00					
12) Provide a new freshman level course to explore and establish initial 10 year plans for students with a target on pathways for future career choices for students. It will be a required course for all 9th graders.	Principal, Academic Dean, CTE Coordinator	Students will get an opportunity to set goals and make plans for secondary success and beyond. 9th grade course completion and failure rates 9th grade attendance rates				
	Funding Sources: CTE Funds - 0.00					
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	18	Increase special education professional staff assistance in inclusion classrooms.
1	1	19	Provide targeted professional development for differentiation to meet the needs of special education students through training to include "Explicit Instruction".
1	1	21	Provide Reading courses for students reading below grade level with small group environment and two teaching professionals to implement individualized reading intervention.
1	2	1	Through the identification of students currently reading multiple levels below grade, we will expand the numbers of students being instructed with the Reading Plus curriculum.
1	2	2	Develop a plan to coordinate the work of ELA instructors with the reading teacher to enhance to use of the Reading Plus curriculum for the students involved with the classes.
4	2	1	Increase staffing for professional and paraprofessional positions by the fall semester of 2018.

State Compensatory

Budget for Navarro High School:

<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
199.11.6119.40.001.8.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,660.00
199.11.6122.40.001.8.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.001.8.24.0.00	6129 Salaries or Wages for Support Personnel	\$13,117.00
199.11.6141.40.001.8.24.0.00	6141 Social Security/Medicare	\$1,118.00
199.11.6142.40.001.8.24.0.00	6142 Group Health and Life Insurance	\$5,828.00
199.11.6144.40.001.8.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,635.00
199.11.6146.40.001.8.24.0.00	6146 Teacher Retirement/TRS Care	\$2,238.00
6100 Subtotal:		\$95,096.00
6200 Professional and Contracted Services		
199.11.6299.00.001.8.24.0.00	6299 Miscellaneous Contracted Services	\$15,000.00
6200 Subtotal:		\$15,000.00
6300 Supplies and Services		
199.11.6399.00.001.8.24.0.00	6399 General Supplies	\$1,500.00
199.11.6399.44.001.8.24.0.00	6399 General Supplies	\$500.00
6300 Subtotal:		\$2,000.00
6400 Other Operating Costs		
199.11.6411.00.001.8.24.0.00	6411 Employee Travel	\$250.00
6400 Subtotal:		\$250.00

Personnel for Navarro High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aaron Poster	Teacher/Coach	Credit Recovery/Coach	.72
Barbara Steele	Teacher	Languages Other Than English	.86
Donnie Slatter	Teacher	PE	.72
Isaac Rodriguez	Teacher	Special Education	.86
Jennifer Leal	Teacher	Reading/ELAR	.50
Jorge Polanco	Athletic Trainer	Athletics	.67
Kristie Weller	Teacher	CTE/AG	1.0
Mallory Moeller	Teacher	Special Education	.86
Nicole Blakeman	Teacher	AEP	.36
Randal Springs	Aide	Credit Recovery/Study Hall	1.0
Sarah Haltom	Teacher	Special Education	1.0
Walkiria Grenier	Teacher	Languages Other Than English	.72

Campus Improvement Team 2017 - 2018

Committee Role	Name	Position
Administrator	Gary Haass	Principal
Administrator	John Gary	Academic Dean
Non-classroom Professional	Robyn Steffen	Counselor
Classroom Teacher	Susan Korn	English Teacher
Classroom Teacher	Tim Mappin	Math Teacher
Classroom Teacher	Rissa Springs	Science Teacher
Classroom Teacher	Kathy Seals	Social Studies Teacher
Classroom Teacher	Valerie Hill	CTE Teacher
Paraprofessional	Debbie Krueger	Registrar
Classroom Teacher	Patrick Todd	Band Director
Classroom Teacher	Marilyn Palacin	Spanish Teacher
Parent	Susie Hendricks	Parent
Parent	Donna Grobe	Parent

Addendums



Targeted Improvement Plan

District Name: Navarro ISD	County District Number: 94903	Superintendent Name: Dee Carter
Campus Name: Navarro High School	Campus Number: 1	District Coordinator of School Improvement: Lacey Gosch
PSP: NA	Educational Service Center: Region 13	School Principal: Gary Haass

Vision:

Problem Statement #1: Special education students had a 27% passing rate in reading.	Annual Goal #1: Improve special education passing rate to 60% on STAAR Reading assessments.
Root Cause #1: Special education has not been a priority.	Strategy #1: Define and implement a robust reading program for students behind grade level in reading.

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>	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	Continual monitoring of student progress.
	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	Continued focus on the Fundamental 5 framework strategies and Explicit Instruction Model.
	Assign students in need of reading remediation to established reading classes based on baseline testing data.	August 2017 and ongoing if additional students are identified	Teacher lesson plans identifying reading remediation. STAAR Reading and MAP testing results will be used to monitor reading interventions. Walkthroughs to identify increased use of differentiation techniques across campus.	Principal Academic Dean, Classroom teachers	Effectively identify and place students behind grade level in reading into specific reading remediation course.	Targeted students receiving reading instruction at individually appropriate levels.	Significant progress	Continual monitor and assessment of student progress.
	Increase certified professional personnel working with special education students.	Aug-17	High School master schedule	Principal	Improved access for all special education students to certified instructors and decreased teacher case loads	Targeted students with better access to certified personnel and improved monitoring of inclusion students.	Significant progress	Continue to monitor staffing assignments on campus as student needs change.
Intermediate: <i>(Implementation)</i>	Ongoing assessment in Reading Plus curriculum for instruction at appropriate reading levels with growth.	November 2017 -March 2018	Reading Plus data	Regular and special education teachers and principal	Significant growth in student reading levels.	Improved reading abilities and improved student academic success.	Significant Progress	Continue to assess and provide more rigorous reading levels for student work.
	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, 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,	Principal, 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	18-Jan	MAP Assessment - Mid Year Benchmark.	Chief Instructional Officer, Teachers, 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.
Long-Term: <i>(Results)</i>	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, Principal	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	Select	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, Principal	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	Select	Utilize evaluation results to prepare for the following school years program.

Vision Status **Vision Metrics**

Problem Statement #2: Economically Disadvantaged students had a 57% passing rate in reading.	Annual Goal #2: Improve economically disadvantaged passing rate to 60% on STAAR reading assessments.
Root Cause #2: Differentiation is difficult, and special populations have not been a priority.	Strategy #2: Define and implement a robust reading program for students behind grade level in reading.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
	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	Continual monitoring of student progress.

Vision:								
Short-Term: (training, acquisition of new skills)	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	Continued focus on the Fundamental 5 framework strategies and Explicit Instruction Model.
	Assign students in need of reading remediation for established reading classes based on baseline testing data.	August 2017 and ongoing if additional students are identified	Teacher lesson plans identifying reading remediation. STAAR Reading and MAP testing results will be used to monitor reading interventions. Walkthroughs to identify increased use of differentiation techniques across campus.	Principal, Academic Dean, Classroom teachers	Effectively identify and place students behind grade level in reading into specific reading remediation course.	Targeted students receiving reading instruction at individually appropriate levels.	Significant progress	Continual monitor and assessment of student progress.
	Increase certified professional personnel working with special education students.	Aug-17	High School master schedule	Principal	Improved access for all special education students to certified instructors and decreased teacher case loads	Targeted students with better access to certified personnel and improved monitoring of inclusion students.	Significant progress	Continue to monitor staffing assignments on campus as student needs change.
Intermediate: (Implementation)	Ongoing assessment in Reading Plus curriculum for instruction at appropriate reading levels with growth.	November 2017 -March 2018	Reading Plus data	Regular and special education teachers and principal	Significant growth in student reading levels.	Improved reading abilities and improved student academic success.	Significant Progress	Continue to assess and provide more rigorous reading levels for student work.
	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, 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,	Principal, 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	18-Jan	MAP Assessment - Mid Year Benchmark.	Chief Instructional Officer, Teachers, 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.
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, Principal	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	Some 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, Principal	Evaluation data to develop plans for program enhance, expansion and continued support of Student needs.	Completed evaluation	Some Progress	Utilize evaluation results to prepare for the following school years program.
Vision Status				Vision Metrics				

Problem Statement #3:			Annual Goal #3:					
Root Cause #3:			Strategy #3:					
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes (Goal/Target)	Results (Outcomes/Data)	Status	Next Steps
Short-Term: (training, acquisition of new skills)							Select	
							Select	
							Select	
							Select	
Intermediate: (Implementation)							Select	
							Select	
							Select	
Long-Term: (Results)							Select	
							Select	
Vision Status				Vision Metrics				