

**Navarro Independent School District**  
**Navarro Junior High School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Closing Performance Gaps



Navarro ISD  
Where Excellence is the Standard...

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

# Vision

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

- We value relationships
- We engage learners
- We foster resilience and confidence
- We encourage forward thinking

## Navarro ISD Board Goals 2015

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

Indicators of Success:

- Adequate space for a growing population
- Expanded technology infrastructure
- Safe learning environment
- Aesthetics

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

Indicators of Success:

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

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

Indicators of Success:

- Course offerings and strategies meet the needs of individual students
- Continuous improvement in all four indices of the state accountability system
- Effective communication within the district and campus and between the classrooms and the home.
- Effective counseling and K-12 instruction that addresses soft skills and work ethic.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Navarro Jr. High is located in the community of Geronimo. NJH is comprised of 7th and 8th grade students with a total enrollment of 284 students. The ethnicity breakdown for our campus is as follows, White 52.5%, Hispanic 44.4%, African American 1.8%, American Indian .7% and two or more races .7%. Our economically disadvantaged population is at 40.8%. Our special education population is at 8.5%. Our at-risk population is at 34.2%. NJH had an attendance rate of 96.5%. Our teaching staff breakdown is as follows beginning teachers make up 6.1%, 1-5 years of experience make up 30.4 %, 6-10 years make up 29.1%, 11-20 years make up 22.8% and over 20 years experience is at 11.6%. Our student to teacher ration is at 17 to 4.

### Demographics Strengths

Teachers at Navarro JH work diligently to provide students with meaningful instruction that will challenge them in a supportive and positive learning environment. NJH received a rating of Met Standard on the accountability system. NJH scored well above the state average in all areas tested. NJH also received one Distinction Designations in the area of Top 25 Percent Closing the Performance Gap. NJH students also performed well in the classroom as we did not have any students retained.

1. Growing Population
2. Highly Qualified Staff
3. Closing Performance Gaps Among Demographic Groups.
4. Low Retention Rate

### Demographics Needs

Improve student performance in the areas of Writing and Social Studies. Although scores in these areas were higher than the state average, we would like to score in the 85th to 90th percentile. We also would like to continue to close the performance gap between the students in our sub populations. We will also

begin a parental involvement group.

1. Growing ESL Population
2. Need for Additional ESL Certifications among Staff Members

## Student Achievement

### Student Achievement Summary

In 2014-2015 NJH posted scores that were higher than the state average in most areas tested. NJH **MET STANDARD IN ALL AREAS**, Student Achievement, Student Progress, Closing the Achievement Gap and Post Secondary Readiness. NJH also received **One Distinction Designations** in the following area **Top 25 Percent Closing the Achievement Gap**. Our sub populations also performed well in all areas. In goal setting for the 2015-2016 school year, NJH is to reach the 90th percentile in all tested areas. We would also like for our Special Education Students continue to make progress in all areas tested.

### Met Standard Scores - 7th and 8th Grade

<b>7th Grade Reading</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	85%	89% (+4)
Hispanic	79%	94%(+15)
White	90%	87% (-3)
Economically Disadvantaged	76%	85% (+9)

<b>7th Grade Writing</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	79%	85% (+6)
Hispanic	77%	84% (+7)
White	81%	87% (+6)
Economically Disadvantaged	71%	83% (+12)

<b>8th Grade Reading</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	96%	97% (+1)
Hispanic	94%	95% (+1)
White	97%	100% (+3)
Economically Disadvantaged	95%	96% (+1)

<b>8th Grade Science</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	90%	80% (-10)
Hispanic	84%	69% (-15)
White	95%	88% (-2)
Economically Disadvantaged	89%	69% (-20)

<b>8th Grade Social Studies</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	81%	75% (-6)
Hispanic	69%	68% (-1)
White	89%	81% (-8)
Economically Disadvantaged	68%	69% (+1)

<b>8th Grade Algebra I</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	100%	98% (-2)
Hispanic	*	100%



White	100%	97% (-3)
Economically Disadvantaged	*	100%

<b>Level III All Subjects</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	21%	19% (-2)
Hispanic	13%	13% (-)
White	27%	23% (-4)
Economically Disadvantaged	12%	14% (+2)

<b>Level III Reading</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	27%	25% (-2)
Hispanic	15%	17% (+2)
White	36%	31% (-5)
Economically Disadvantaged	14%	19% (+5)

<b>Level III Writing</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	7%	15% (+8)
Hispanic	*	13% (+13)
White	10%	14% (+4)
Economically Disadvantaged	*	*

<b>Level III Science</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	41%	16% (-25)
Hispanic	27%	8% (-19)
White	51%	24% (-27)
Economically Disadvantaged	34%	10% (-24)

<b>Level III Social Studies</b>	<b>STAAR 2014 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	19%	9% (-10)
Hispanic	12%	* (-12)
White	23%	13% (-10)
Economically Disadvantaged	*	*

### **Student Achievement Strengths**

Student Achievement Strengths include:

1. Improved performance in 7th Grade Reading and Writing for the Hispanic and Economically Disadvantaged Students.

2. 8th Grade reading performances maintained standard and improved slightly
3. Advanced Level III performance increased in 7th Grade Writing.
4. Advanced Level III performance increased among Economically Disadvantaged and Hispanic students in reading

### **Student Achievement Needs**

Student Achievement Needs include:

1. 8th Grade Science Testing Performance among All Student population groups dropped significantly, but greater among the Hispanic and Economically Disadvantaged populations.
2. Social Studies scores improved slightly for Economically Disadvantaged students from the prior year, but decreased among other population groups and the All Students Group.
3. Students performing at Level III Advanced Standard dropped significantly in the Science and Social Studies areas.
4. Level III Advanced Standard performance dropped 2 percentage points among all subjects.

## **School Culture and Climate**

### **School Culture and Climate Summary**

The culture at NJH is one that is positive and welcoming to our students. NJH works with the Texas school safety center and Guadalupe County to help with bullying prevention and all of the issues that may arise from bullying. We also use the Austin Life Guard Group to help students make good decisions in all that they do. The Austin Life Guard Group is approved by the SHAC Committee.

### **School Culture and Climate Strengths**

The faculty, staff and students at NJH create a welcoming and safe environment for all of our students. This type of environment also allows NJH to retain highly qualified staff.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC). TCMPC does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. TCMPC provides a Scope and Sequence for each grade level and content area.

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

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

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

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

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

### **Curriculum, Instruction, and Assessment Strengths**

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

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

### **Curriculum, Instruction, and Assessment Needs**

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

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Overall comments on our surveys were mostly positive with a few negative comments centered around the area of communication such as web pages and grades not being updated in a timely manner.

### **Family and Community Involvement Strengths**

NJH will continue to work with teachers and staff to ensure that all web pages and grades are updated in a timely manner.

### **Family and Community Involvement Needs**

NJH received an exemplary rating on the HB 5 Community and Student Engagement survey.

## **Technology**

### **Technology Summary**

NJH is continuing the 1:1 project with our 7th and 8th grade students. All 7th grade students received an IPAD to use throughout the school day and at home. This activity should improve student performance. NJH has also been awarded a technology grant in which will allow us to fund the IPAD initiative for our 8th grade students. 8th grade students are in their second year of the 1:1 initiative.

### **Technology Strengths**

1:1 initiative for all students. Professional development for all staff members. The 1:1 initiative has allowed us to reach more students and allow them to learn in a manner which fits them the best.

### **Technology Needs**

Improve infrastructure to ensure the success of the 1:1 initiative. We are still experiencing some difficulties in making connections. We need to improve the speed in which students can access information.



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- 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
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- 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
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data

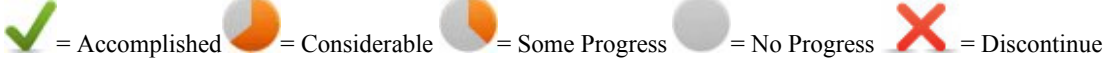
# Goals

**Goal 1: Make significant progress toward increased student achievement while meeting and exceeding standards in all four indices of the state accountability system.**

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) Utilize Student Support Committee process to identify needs for individual students and focus intervention efforts.	Counselor					
	Funding Sources: Local Funds					
2) Ensure that eligible students receive dyslexia, ESL, GT, 504, and special education services and/or accommodations. Ensure that teachers in key academic areas are certified in ESL	Principal Counselor Classroom Teachers Dyslexia Specialist, Chief Instructional Officer					
	Funding Sources: Local Funds					
3) Identify migrant students and provide information to ESC 13 so they can receive appropriate services.	PEIMS Clerk; Chief Instructional Officer					
4) Provide core teachers with training opportunities in Developing instructional objectives, STAAR strategies and differentiating strategies.	Principal ESC 13					
	Funding Sources: Local Funds, Title II Funds					
5) Utilize Eduphoria: diagnostic/prescriptive software program used to identify/intervene with students at risk of failing STAAR.	Principal					
	Funding Sources: Local Funds					
6) Teachers will utilize WebCat, STAAR Test Maker, and Eduphoria to assist in developing rigorous unit tests and benchmarks.	Teachers; Chief Instructional Officer					
	Funding Sources: Local Funds					
7) Provide tutorial options during the school day for students who are identified as at risk of failing the subject or STAAR test.	Principal					
	Funding Sources: SCE Funds, Local Funds					
8) Provide learning lab for academic assistance.	Principal					
	Funding Sources: SCE Funds, Local Funds					
9) All students will receive instruction in all areas that will be assessed through STAAR.	Classroom teachers					
	Funding Sources: Local Funds, SPED Funds, SCE Funds					

10) Technical support for disaggregation of standardized test data through the use of Eduphoria.	Principal					
	Funding Sources: Local Funds					
11) All students who have not passed STAAR or have failing grades will receive intensive remediation during scheduled tutorials.	Principal; Core Teachers					
	Funding Sources: Local Funds, SCE Funds					
12) NJH will continue to offer advanced classes in ELA, Science and Math.	Principal; Math/ELA/Science 8th Grade Teachers					
	Funding Sources: Local Funds					
13) NJH will utilize a functional academics class to service our Special Ed population.	Teachers; Director of Special Ed; Principal					
	Funding Sources: Local Funds					
14) NJH will develop and implement an assessment calendar.	Principal					
	Funding Sources: Local Funds					
15) NJH will utilize the Dyslexia support Teacher to provide services for our students.	Dyslexia Teacher					
	Funding Sources: Local Funds					
16) NJH will utilize Mentoring Minds Math program.	Chief Instructional Officer Principal Math Teachers					
	Funding Sources: SCE Funds, Local Funds					
17) NJH will utilize the Honor Math Track in Grades 6-8.	Teachers Principal					
	Funding Sources: Local Funds					
18) NJH will utilize the Think Through Math and Star Math for STAAR remediation.	Teachers					
19) NJH will implement a tutorial schedule 2 days per week 8 period day and resource class to help our special education population succeed at the STAAR exam.	Principal Teachers					
	Funding Sources: Local Funds					
20) NJH will utilize the Lead4ward Heat Maps to analyze the top 3 TEKS for Teacher Training.	Principal Teachers					
	Funding Sources: Local Funds					
21) NJH will continue to support the 1:1 iPad Initiative and utilize the Instructional Technologies to assist with facilitating instruction.	Principal; Instructional Technology Specialist; Teachers					
	Funding Sources: Local Funds, Instructional Materials Allotment					

22) NJH will utilize the Lead4ward Heat Maps; Tutorial Periods; Benchmark and Eduphoria to help students continue to make progress (IndexII) on STAAR tested areas.	Principal Teachers				
	Funding Sources: Local Funds				
23) NJH will continue to utilize Eduphoria and Benchmarks to improve Level III performance on Algebra 1 EOC.	Principal Math Teachers				
	Funding Sources: Local Funds				
24) NJH will provide teachers with the opportunity to receive professional staff development in ESL and ESL teaching strategies.	Principal, Teachers and Chief Instructional Officer				
	Funding Sources: Local Funds				
25) NJH will continue to utilize functional academics and professional staff development to work on and improve special education writing scores on the state mandated STAAR TEST.	Principal, Special Education Teachers and Chief Instructional Officer.				
	Funding Sources: Local Funds				
					

**Goal 2: NJH will meet individual academic needs, support the social and emotional growth of our students, and promote college and workforce readiness.**


**Performance Objective 1:** NJH will meet individual academic requirements and support the social and emotional needs of our students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) Transportation will be provided to support regular student attendance.	Transportation Director					
	Funding Sources: Local Funds					
2) Support programs (i.e. tutorials; special education, ESL, Learning Lab, counseling) will provide individualized assistance to at risk students.	Principal Counselor					
	Funding Sources: Local Funds, SCE Funds, SPED Funds					
3) Call parents daily when students are absent for 3 days.	Nurse					
	Funding Sources: Local Funds					
4) Mail notification letters home after 5 absences	Principal PEIMS clerk					
	Funding Sources: Local Funds					
5) Attendance committee meeting on any student absent 9 days or more.	Attendance Committee					
	Funding Sources: Local Funds					
6) Continue Social Skills counseling groups for struggling students.	Counselor; LSSP					
	Funding Sources: SPED Funds, SCE Funds, Local Funds					
7) Utilize the learning lab to provide assistance to general and special education students.	Lab					
	Funding Sources: SCE Funds, SPED Funds, Local Funds					
8) Host a career fair for all students in conjunction with Generation TX week.	Counselor					
	Funding Sources: Local Funds					
9) All 8th grade students will complete a personal graduation plan.	Counselor					
	Funding Sources: Local Funds					
10) NJH will utilize it District Behavior Specialist for support and assistance.	Principal Behavior Specialist					
	Funding Sources: SPED Funds, SCE Funds					
11) NJH will provide students with a continuum of college and career services.	Counselors					
	Funding Sources: Local Funds					
12) NJH will utilize the academic planning team to discuss issues and provide information.	Teachers Principal					
	Funding Sources: Local Funds					

13) NJH has established and will utilize counseling priorities for 7th and 8th grade students.	Counselors					
	Funding Sources: Local Funds					
14) NJH will provide students with the opportunity to participate in the Art and Chess clubs.	Principal Teachers					
	Funding Sources: Local Funds					
15) NJH will provide students with the opportunity to participate in a Youth Leadership class focusing on 7 Habits of Highly Effective Teens.	Principal Teachers					
	Funding Sources: Local Funds, Instructional Materials Allotment					

**Goal 3: NJH will maintain well-staffed schools comprised of highly qualified and competitively compensated, valued team members.**

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

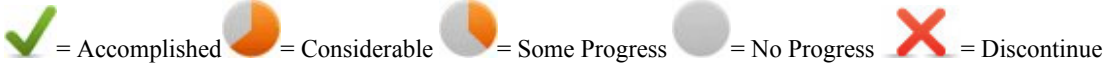
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) All teachers and paraprofessionals will meet state and federal guidelines for certification.	Principal					
	Funding Sources: Title II Funds, Local Funds					
2) Teachers will receive professional development based on identified needs.	Principal					
	Funding Sources: Local Funds, Title II Funds, SPED Funds					
3) Continue partnership program with TSU and TLU participating in student teaching program.	Principal; TSU Supervisor; TLU Supervisor					
	Funding Sources: Local Funds					
4) Advertise open positions outside of local area.	Principal; Human Resources Coordinator					
	Funding Sources: Local Funds					
5) Professional development activities will include: subject area/grade level training; diversity awareness (behavior management); technology/technology integration; disaggregation of test scores; harassment/bullying prevention training; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; administrative leadership; and ESL instruction.	Principal; Chief Instructional Officer; Technology Director					
	Funding Sources: Title II Funds, SCE Funds, SPED Funds, Local Funds					
6) Plan for staff development that is aligned to TEKS and STAAR skills.	Principal; Chief Instructional Officer					
	Funding Sources: Title II Funds					
7) Promote Professional Learning Community meetings among grade levels and content areas to support teacher curricular and assessment needs.	Principal; Chief Instructional Officer					
						



**Goal 4: The campus will achieve the following levels on the Texas Star Chart:  
Teaching and Learning --- Developing Tech; Educator preparation and Development--Developing Tech; Infrastructure for Technology--Target Tech Administration and Support Services--Advanced Tech**

**Performance Objective 1:** The campus will achieve the following levels on the Texas Star Chart:  
Teaching and Learning --- Developing Tech; Educator preparation and Development--Developing Tech; Infrastructure for Technology--Target Tech  
Administration and Support Services--Advanced Tech






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) Students will have access to electronic databases.	Librarian					
	Funding Sources: Local Funds					
2) Students will use the library and computer lab for research in all core classes.	Librarian					
	Funding Sources: Local Funds					
3) The library will maintain current library management software.	Librarian					
	Funding Sources: Local Funds					
4) The campus will maintain and update the electronic student management system.	Registrar					
	Funding Sources: Local Funds					
5) The campus will maintain and update an electronic health database.	Nurse					
	Funding Sources: Local Funds					
6) The campus will maintain and update a campus website.	Campus Web Master					
	Funding Sources: Local Funds					
7) Parents, students, teachers and community members will have access to library information beyond the normal school day. The Librarian will maintain a website that allows parents to access databases, online encyclopedias, Accelerated Reader Home Connection and the Destiny Library Catalog from their home computers.	Principal; Librarian					
	Funding Sources: Local Funds					
8) Grade 7-8 students will have access to computer technology.	Principal					
	Funding Sources: Local Funds					
9) All professional personnel will meet SBEC standards for technology competencies.	Principal					
	Funding Sources: Local Funds					
10) All professional personnel will maintain and update a webpage for parent communication. All teachers will post their weekly lesson plans on the website.	Principal					
	Funding Sources: Local Funds					
11) Utilize email to provide daily updates for staff.	Principal					
	Funding Sources: Local Funds					

12) Purchase laptop computers, printers, handheld devices to assist with individualized classroom instruction in reading and math.	Technology Director					
	Funding Sources: Local Funds					
13) Teachers will use the school provided electronic program to record attendance and grades.	Registrar; Principal					
	Funding Sources: Local Funds					
14) Provide staff development opportunities in technology integration strategies.	Instructional Technology Specialist					
	Funding Sources: Local Funds					
15) Teachers will continue to use technology to assist them in planning activities and assessments.	Principal					
	Funding Sources: Local Funds					
16) All teachers and principal will fill out the Texas Teacher Star Chart.	Principal					
	Funding Sources: Local Funds					
17) NJH will send one Core teacher and one Technology teacher to TCEA.	Principal					
	Funding Sources: Local Funds					
18) NJH will comply with CIPA (Children's Internet Protection Act) and instruct all students on internet safety.	Computer Teacher					
	Funding Sources: Local Funds					
19) NJH will replace outdated laptops with new laptops and/or iPads.	Technology Department					
	Funding Sources: Local Funds					
20) NJH Teachers will incorporate Technology TEKS in its regular classroom curriculum.	Principal Teachers					
	Funding Sources: Local Funds					
21) NJH will continue the 1:1 Initiative (iPads) in 7th grade and Technology practices that challenge all of our students.	Teachers; Instructional Technology Specialist					
	Funding Sources: Local Funds, Instructional Materials Allotment, E-Rate Funds					
						

**Goal 5: NJH will provide a learning experience that promotes a healthy, respectful, and positive environment within the diverse Navarro ISD family.**






**Performance Objective 1:** NJH will provide a learning experience that promotes a healthy, respectful, and positive environment within the diverse Navarro ISD family.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) Participate in Red Ribbon Week activities.	Counselor					
	Funding Sources: Local Funds					
2) Provide parent, teacher, and student training on harassment/bullying prevention and sex respect.	Counselor					
	Funding Sources: Local Funds					
3) Provide assemblies/programs/speakers to support the message of safe and drug free schools and life choices with High School.	Counselor					
	Funding Sources: Local Funds					
4) Provide individual counseling and conflict resolution for at risk students.	Counselor					
	Funding Sources: Local Funds, SCE Funds					
5) Improve safety by requiring all visitors/substitutes to wear name tags generated by Raptor, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag.	Principal					
	Funding Sources: Local Funds					
6) Improve school safety by conducting lockdown drills in addition to regular fire drills.	Principal					
	Funding Sources: Local Funds					
7) Provide canine drug detection monthly for grades 7 and 8.	Principal					
	Funding Sources: Local Funds					
8) Provide "Character Counts" education program.	Counselor					
	Funding Sources: Local Funds					
9) Perform background checks on all parent volunteers.	Human Resources Manager					
	Funding Sources: Local Funds					
10) Provide video library for parents to check out materials on bullying/harassment prevention.	Counselor					
	Funding Sources: Local Funds					
11) NJH will utilize parental involvement/engagement Newsletter as a way to communicate with parents.	Principal					
	Funding Sources: Title I Funds					
12) Counselor will instruct students in anger management strategies.	Counselor					
	Funding Sources: Local Funds					
13) Students will complete behavior packet while in campus detention hall, Saturday School and ISS.	Principal Assigned Teachers					
	Funding Sources: Local Funds					

14) Students will attend an Abstinence Program in grades 7 and 8.	Counselor; Nurse; SHAC Committee					
	Funding Sources: Local Funds					
15) Counselor will collaborate with outside agencies and refer students and their families when appropriate.	Counselor					
	Funding Sources: Local Funds					
16) A core team of certified personnel will be assigned to handle students who are in need of crisis prevention/intervention.	Counselor					
	Funding Sources: Local Funds					
17) Continue supervision at lunch, before school and after school with assigned duty stations.	Principal					
	Funding Sources: Local Funds					
18) Counselor will provide conflict resolution and social skills training to students who exhibit a need.	Counselor					
	Funding Sources: Local Funds					
19) Counselor will provide immediate intervention with students in crisis situations.	Counselor					
	Funding Sources: Local Funds					
20) NJH will work with the Texas School Safety Center and Guadalupe Juvenile Probation office to schedule assemblies on how to deal with bullies and peer pressure.	Counselor					
	Funding Sources: Local Funds					
21) Make learning materials available to students relating to local history and heritage in the junior high school library.	Principal; Librarian					
	Funding Sources: Local Funds					
22) NJH will provide students with a variety of activities to advance character growth, student wellness, fitness and nutrition with leadership provided by the School Health Advisory Committee (Catch Program).	SHAC; Principal Nurse Health Teacher					
	Funding Sources: Local Funds					
23) Continue implementation of a concussion over sight team. (COT)	Athletic Trainer; COT					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 6: Parent Involvement: NJH will have well-informed students, parents, staff, and community members who actively support and participate in our schools.**

**Performance Objective 1:** Parent Involvement: NJH will have well-informed students, parents, staff, and community members who actively support and participate in our schools.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	Principal					
Funding Sources: Local Funds						
2) Parents and community members will be informed of school activities and performance on district website; campus newsletter, Facebook, Twitter and K-12 Alerts.	Web Master; Director of Information Services; Principal					
Funding Sources: Local Funds						
3) Parent surveys will be sent out annually to determine strengths/weaknesses/satisfaction levels.	Chief Instructional Officer					
Funding Sources: Local Funds						
4) Organize a parent volunteer network.	Counselor					
Funding Sources: Local Funds						
5) Continue to notify parents on all discipline referrals.	Principal					
Funding Sources: Local Funds						
6) Increase participation in parent portal (online grade book) through a schedule mail out, campus newsletter, and hosting parent meetings.	Principal; PEIMS Clerk					
Funding Sources: Local Funds						
7) NJH will utilize a call out system for emergency notification.	Director of Technology					
Funding Sources: Local Funds						
8) Teachers will maintain updated web-pages to include lesson plans and contact information.	Teachers; Principal					
Funding Sources: Local Funds						
9) NJH will explore the implementation of a mentoring program.	Principal					
Funding Sources: Local Funds						
10) NJH will develop a parental involvement group such as PTO, IPads etc.	Principal	Monthly meeting, sign in sheets, minutes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

# State Compensatory

## Budget for Navarro Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6112.40.041.6.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199.11.6119.40.041.6.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$22,550.00
199.11.6122.40.041.6.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
199.11.6129.40.041.6.24.0.00	6129 Salaries or Wages for Support Personnel	\$9,352.00
199.11.6141.40.041.6.24.0.00	6141 Social Security/Medicare	\$403.00
199.11.6142.40.041.6.24.0.00	6142 Group Health and Life Insurance	\$1,361.00
199.11.6144.40.041.6.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,316.00
199.11.6146.40.041.6.24.0.00	6146 Teacher Retirement/TRS Care	\$788.00
<b>6100 Subtotal:</b>		<b>\$37,520.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.041.6.24.0.00	6399 General Supplies	\$1,500.00
<b>6300 Subtotal:</b>		<b>\$1,500.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6411.00.041.6.24.0.00	6411 Employee Travel	\$250.00
<b>6400 Subtotal:</b>		<b>\$250.00</b>

## 2015-2016 Campus Level Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Luke Morales	Principal
Business Representative	Tammy Harborth	
Classroom Teacher	Darren Brietzke	8th Grade ELA
Classroom Teacher	Chema Chavez	Elective Teacher
Classroom Teacher	Annie Cole	8th Grade Speech
Classroom Teacher	Amanda Hernandez	7th Grade Math
Classroom Teacher	Megan Morrison	7th Grade ELA
Non-classroom Professional	Jennifer Fishbeck	Counselor
Paraprofessional	Morgan Land	Administrative Assistant
Parent		
School Nurse	Deanna Holtkamp	Nurse

# Campus Funding Summary

<b>Title II Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title I Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Instructional Materials Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21			\$0.00
2	1	15			\$0.00
4	1	21			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00



1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
1	1	23			\$0.00
1	1	24			\$0.00
1	1	25			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
2	1	11			\$0.00
2	1	12			\$0.00

2	1	13			\$0.00
2	1	14			\$0.00
2	1	15			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	1	9			\$0.00
4	1	10			\$0.00
4	1	11			\$0.00
4	1	12			\$0.00
4	1	13			\$0.00
4	1	14			\$0.00
4	1	15			\$0.00
4	1	16			\$0.00
4	1	17			\$0.00
4	1	18			\$0.00
4	1	19			\$0.00
4	1	20			\$0.00

4	1	21			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
5	1	12			\$0.00
5	1	13			\$0.00
5	1	14			\$0.00
5	1	15			\$0.00
5	1	16			\$0.00
5	1	17			\$0.00
5	1	18			\$0.00
5	1	19			\$0.00
5	1	20			\$0.00
5	1	21			\$0.00
5	1	22			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	1	5			\$0.00
6	1	6			\$0.00
6	1	7			\$0.00

6	1	8			\$0.00
6	1	9			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SCE Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
1	1	16			\$0.00
2	1	2			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	10			\$0.00
3	1	5			\$0.00
5	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SPED Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
2	1	2			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	10			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>E-Rate Funds</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	21			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00