

**Navarro Independent School District**  
**Navarro Elementary School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Top 25% Closing Performance Gaps  
Postsecondary Readiness



Navarro ISD  
Where Excellence is the Standard...

**Board Approval Date:** December 12, 2016  
**Public Presentation Date:** December 12, 2016

# Mission Statement

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

## Vision

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

\*We value relationships.

\*We engage learners.

\*We foster resilience and confidence.

\*We encourage forward thinking.

## Navarro ISD Board Goals 2016

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.

# School Motto

“Panthers are respectful, responsible, and safe.”

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

### Navarro Elementary School Student Demographics

<b>Total Students</b>	<b>537</b>
<b>African American</b>	1.7%
<b>Hispanic</b>	50.1%
<b>White</b>	44.3%
<b>American Indian</b>	0.2%
<b>Asian</b>	0.9%
<b>Two or More Races</b>	2.6%
<b>Economically Disadvantaged</b>	46.6%
<b>Non-Educationally Disadvantaged</b>	53.4%
<b>English Language Learners</b>	7.6%
<b>At-Risk Population</b>	23.8%
<b>Mobility</b>	10.6%
<b>Disciplinary Placement</b>	0.0%
<b>Attendance Rate</b>	96.5%

### Navarro ISD Schools and Enrollment

<b>Early Childhood Education</b>	3
<b>Pre-Kindergarten</b>	34

<b>Kindergarten</b>	113
<b>Grade 1</b>	121
<b>Grade 2</b>	130
<b>Grade 3</b>	136

### Navarro ISD Program Enrollment

	<b>State</b>	<b>Navarro Elementary</b>	
	%	%	#
<b>Bilingual/ESL</b>	18.3%	7.3%	39
<b>Gifted and Talented</b>	7.7%	4.7%	25
<b>Special Education</b>	8.6%	6.1%	33

### Navarro ISD Staff Experience

	<b># - NES</b>	<b>% - NES</b>	<b>% - State</b>
<b>Beginning Teachers</b>	1.0	3.3%	8.1%
<b>1-5 Years</b>	4.0	13.0%	27.3%
<b>6-10 Years</b>	6.0	19.5%	21.7%
<b>11-20 Years</b>	12.0	39.0%	27.3%
<b>Over 20 Years</b>	7.7	25.2%	15.7%

\* Summary information collected from the 2014-2015 TAPR

### Demographics Strengths

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

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

## **Demographics Needs**

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



# Student Achievement

## Student Achievement Summary

### STAAR:

STAAR results for 2016 are as follows:

Academic Rating: MET STANDARD

Distinction Designation: Academic Achievement in Reading/English Language Arts

Distinction Designation: Top 25 Percent Closing Performance Gaps

Distinction Designation: Post-Secondary Readiness

### Current Year State vs Campus Comparison

<b>Overall Reading STAAR Performance</b>	<b>State</b>	<b>NES</b>
All Students	73%	85%
Hispanic	69%	77%
White	84%	93%
Eco Disadvantage	65%	76%
Special Education		

<b>Overall Math STAAR Performance</b>	<b>State</b>	<b>NES</b>
All Students	75%	86%
Hispanic	72%	80%
White	85%	91%
Eco Disadvantage	68%	81%
Special Education		

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

<b>Reading</b>	<b>2015</b>	2016		<b>Math</b>	<b>2015</b>	2016
	<b>58% = passing percentage</b>	53% = passing percentage			<b>57%= passing percentage  (new standards adopted)</b>	52% = passing percentage
<b>All students</b>	<b>85% (-1)</b>	85% (=)		<b>All students</b>	<b>84% (+4)</b>	86% (+2)
<b>Hispanic</b>	<b>77% (+4)</b>	77% (=)		<b>Hispanic</b>	<b>75% (+12)</b>	80% (+5)
<b>White</b>	<b>91% (-3)</b>	93% (+2)		<b>White</b>	<b>91% (-)</b>	91% (=)
<b>Eco Dis</b>	<b>79% (+6)</b>	76% (-3)		<b>Eco Dis</b>	<b>70% (+5)</b>	81% (+6)
<b>SpEd</b>	<b>25% (-25)</b>	-		<b>SpEd</b>	<b>38% (+5)</b>	-

### Student Achievement Strengths

Student Achievement Strengths include:

- Percentage of students achieving Level III Advanced scores in Reading as compared to comparison school groups

- Increase in performance of Hispanic Population in mathematics achievement scores compared to prior year
- Increase in performance of Economically Disadvantaged and Hispanic population in Math Achievement scores compared to prior year.

### **Student Achievement Needs**

Student Achievement Needs include:

- increasing academic achievement in mathematics and reading for Special Education population.
- Increasing academic achievement for The Economically Disadvantaged group in Reading performance.
- increase LEP/ESL student scores in reading and math.

## **School Culture and Climate**

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

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

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

Overall morale and satisfaction with the workplace is good. Staff and parents feel that the school provides a safe and fun atmosphere for students. The parents feel that their students are receiving a quality education at Navarro.

### **School Culture and Climate Needs**

With an increase in students comes an increase in various behaviors. The district as a whole will need to be able to come to consensus on a strategy to address student behaviors that require a more restrictive environment.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Navarro Elementary School is 100% highly qualified. 64.2% of the staff at NES have 11 or more years of experience teaching in the classroom. This level of dedication and teaching experience has attributed to the campuses ability to retain teachers and recruit future teachers by creating a caring atmosphere that seeks to meet the needs of faculty and staff.

### **Staff Quality, Recruitment, and Retention Strengths**

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

### **Staff Quality, Recruitment, and Retention Needs**

As hiring of staff occurs, we must consider candidates that help reflect the demographics of the students in the school.

## 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) 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 of 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. These diagnostic tools provide instructional goals by students and help to identify instructional gaps among students, classes and content areas. The assessments are used in combination with STAAR, Classroom assessment data and Professional Learning Community teams to help make sound instructional decisions focused on student needs.

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

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

In the Summer of 2015, teachers utilized district staff development days to review student testing data, formulate a vertical alignment of content across grade levels and revise YAG documents to reflect student learning needs based on data review and instructional practice. The district formed Professional Learning Communities to assist teachers in having a process for ensuring that instruction is consistently and effectively delivered between classrooms of the same grade, but also the support the vertical alignment needs of students as they progress through the system. This process has remained for the 2016-2017 school year and the staff development planning days are spread throughout the school year to allow teams to meet prior to each grading period. By using data collected through MAP, RtI, STAAR, Classroom Assessments and teacher observation, lesson are designed based on data review and are prepared prior to each grading period to ensure that all students are successful in learning.

### Curriculum, Instruction, and Assessment Strengths

- Curriculum, Instruction and Assessment 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
  - Increased technology access with iPads and chrombooks for classrooms at the elementary level.
  - MAP Assessment data for Grades K-3 in ELA, reading and Math

- RtI process that addresses critical student learning needs across all population and learning groups

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

### Curriculum, Instruction and Assessment Needs

- More indepth integration of the RTI structure within the curriculum planning process
- Expansion of MAP assessments and progress monitoring tools across all grade levels.
- Consistent Implementation of the ELPS in all classrooms
- Expansion of the GT program at the Elementary campus
- Implementation and use of the College and Career Readiness Standards

The district has an implemented RTI structure. However, the assessment results of struggling, economically disadvantaged, special education, learning disabled and ELL continue to show a down trend in performance, and the higher achieving and gifted students are not reaching full potential in Advanced score on standardized tests. The RtI structure is in the implementation phase and needs to progress over the next year to be more inclusive of all student groups.

For ELL students, the district has seen an increase in the population. In the 2015-2016 school year, the district added an ESL teacher specialist to focus on individualized language needs for the ESL population with particular focus on our students at the Junior High and High School level. Throughout the year, student performance has improved and teacher recognition of student support is growing. With the addition of the position, the district has been able to provide a needed formalized program to address the needs of the ESL population. However, the program is new and has room to grow over upcoming academic year.

With the inclusion of the MAP assessments, the district has been able to standardize the process for placing students in learning groups, identifying needs and assess progress toward STAAR and College Ready goals. The program is new to the district and expansion to all grade levels is a need.

For instructional planning, teachers largely utilize STAAR test data. As a smaller system, reviewing the one assessment and individual teacher assessments provided sufficient data to support the populations learning needs. As the district grows, the disparity between learning levels is increasing, resulting in the need for additional consistent data to drive the instructional planning process. For many of our struggling learners, ELLs, Special education and learning disabled students, pull-out resources through math and reading intervention programs are implemented. Students identified needing additional supports are provided with additional tutorial and one on one support outside the regular classroom. With growth, the ability to provide daily services to all students is decreasing. Therefore, additional support for teachers in differentiation and implementation of intervention strategies with a robust RTI program is needed.



## **Family and Community Involvement**

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

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

Three parents serve on the elementary Site Council.

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

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

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

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

PTO is needing more parents to become involved in their big fundraising events in order to have the events take place smoothly.

## **School Context and Organization**

### **School Context and Organization Summary**

The elementary added an assistant principal this school year. The assistant principal's duties include most discipline, TTESS observer, administrator in some ARDs and 504 plans, and other normal duties as required.

### **School Context and Organization Strengths**

The RTI process draws strength from grade level meetings held the week progress reports and report cards go home to review data and make necessary changes in the Tiers and interventions for students.

### **School Context and Organization Needs**

We will be developing 1st grade benchmark tests to move toward better consistency in the 1st grade data reporting and interventions.

# Technology

## Technology Summary

Navarro Elementary School is fully connected to the outside world via fiber to the district and then to Region 13. All classrooms have at least 4 network drops. Each classroom has a main computer and 3 virtual computers. Teachers have a smartboard, document camera, iPad and laptop to use in their rooms. Thanks to grants from the Navarro Education Foundation many classrooms have multiple iPads and iPods to use in their rooms.

## Technology Strengths

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

## Technology Needs

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

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

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

# Goals

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

**\*Adequate space for a growing population**


**\*Expanded technology infrastructure**

**\*Safe learning environment**

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

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

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

\*Adequate space for a growing population

\*Expanded technology infrastructure






\*Safe learning environment

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

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

10) Support efforts of the SHAC (School Health Advisory Council) in implementing services.	6, 10	Principal	Health Fair participation Jingle Bell Run Running Club Red Ribbon Week				
11) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, and character education.	2, 10	Principal, classroom teachers	Garden project- Resolute Health Meal portions				
12) Campus will honor local heritage and history through various activities (ex. Red Barn, Celebration of Jose Antonio Navarro's birthday, etc.)	2	Principal, classroom teachers	Field trips to the Big Red Barn Wax Museum				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



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

\*Adequate space for a growing population

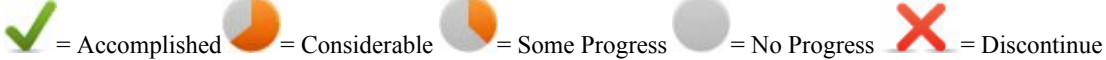
\*Expanded technology infrastructure

\*Safe learning environment

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

**Evaluation Data Source(s) 3:** Classroom space to meet state classroom size requirements.

**Summative Evaluation 3:**


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

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) New teachers will receive orientation training August 2017.	4	Principal	Teacher retention rate Mentor program				
2) Teachers will receive professional development based on identified needs for the campus or individual, and as needed through PLC.	4	Principal, Chief Instructional officer	Increased student achievement Teacher Surveys				
3) The district will pay for certifications in areas of need (i.e., ESL, Special Education, etc.)	4, 5	Chief Instructional officer					
4) Provide technology training as needed for teachers in programs added to progress monitoring.	4	Director of Information Services and Technology, Instructional Technologist, Campus Webmaster	Training occurs as needed and appropriate including during PLC days.				
5) Professional development activities will include: subject/grade level training; setting instructional objectives, behavior management; technology/technology integration; disaggregation of test scores; harassment/bullying prevention; emergency procedures; CPI; ESL; and instructional strategies for special populations with use of Eduphoria	4	Administrative Team	Site Council direction, teacher surveys				
							




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

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Utilize email to provide updates for staff.	2	Principal, administrative staff	Texas STAR chart				
2) Teachers will post lesson plans on their website weekly.	2, 9	Classroom teachers, campus web master	Current postings on website				
3) Teachers will increase communication with parents through regularly-updated teacher web sites and lesson plans.	6	Classroom teachers	Current postings on website				
4) The campus will maintain and update the electronic student management system.	10	Registrar	Reports				
5) The campus will maintain and update an electronic health database.	10	Nurse	Reports				
6) Teachers will use the school provided electronic program to record attendance and grades. Grades will be posted by 8:00 am on Tuesdays.	10	Classroom teachers, Registrar	Attendance and Grade Records				
7) Parents, students, teachers and community members will have access to High School library beyond the normal school day on one day per week.	6, 10	Librarian	Usage reports				
8) Implement and maintain the K-12 Alert Parent Contact Calling System.	6, 10	Director of Information Services and Central Office Administrative Assistant	Proper usage throughout the year				
9) Parent surveys will be sent out annually to determine strengths/weaknesses/satisfaction levels.	6	Chief Instructional Officer	Parent survey				
10) Parents will be given routine access to the parent portal to check both attendance and academic grades in 2nd and 3rd grade.	6	Classroom teachers	Parent Portal continuously updated				
11) The PreK grant included a component for parent outreach. Monthly events and meetings will be planned that includes PreK parents, former PreK parents, and Pegasus/PPCD parents.		Lacey Gosch, Kim Schlichting, Nicole Kotzur	Sign in Sheets Parent completing workshops and successfully practicing concepts with their children before leaving.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide supplemental materials to enhance classroom instruction in core areas.	1	Title 1; Principal	STAAR / STAR Early Literacy Saxon Phonics; MAP				
2) Support balanced literacy program and the use of leveled readers, guided reading groups, Saxon Phonics, and small group instruction.	1	Title 1; Classroom teachers	STAAR / STAR Early Literacy comprehension toolkit (3rd); Junie B Jones (2nd) DIG program (PreK)				
3) Provide in-class and pull-out assistance for at risk students and ESL language development.	9	Support staff; Classroom teachers; Principal	STAAR / STAR Early Literacy Benchmark testing				
4) Utilize Student Support Committee process to identify needs for individual students and focus intervention efforts.	8	classroom teachers, principal, counselor, support staff	STAAR / STAR Early Literacy, Report Cards Progress Reports				
5) Ensure that eligible students receive Title I, Dyslexia, ESL, GT, 504, and special education services and/or accommodations.	9	Principal, Counselor, Special Education Director, Chief Instructional officer	PEIMS reports				
6) Teachers will administer 2 benchmark assessments in reading and math in an effort to diagnose and prescribe academic target areas for student improvement in 1st, 2nd, and 3rd grade. 1st grade will also use iStation for progress monitoring.	9	Principal, Title 1 teacher	Heat maps of benchmark testing/ data analysis				

7) In-school tutorials and a Response to Intervention period will be provided for any student struggling in reading or math.	9	Principal, classroom teachers, support staff, counselor	STAAR / STAR Early Literacy Report Cards Progress reports				
8) Provide technical support for disaggregation of standardized test data with use of Eduphoria.	8	Counselor, Title 1 teacher, Computer lab teacher, Librarian	Eduphoria data analysis				
9) Teachers will be provided with staff development opportunities for vertical teaming and curriculum alignment.	4	Principal	Scope and Sequence documentation, lesson plans, YAGS				
10) Continue & support the 5E model of instruction in all classes.	2	Chief Instructional Officer, Principal	Lesson Plans, Walkthroughs				
11) Faculty will set daily learning objectives to provide clear classroom expectations.	2	Classroom teachers	Lesson plans, teacher websites.				
12) A district Instructional Technologist will be on campus on a part time basis to provide support to staff and students in integration of technology into classroom instruction.	10	Director of Information Services and Technology, Instructional Technologist	Increased usage of instructional technologies, increased proficiency as shown in the STAR chart.				
13) PLC teams will meet regularly to review student progress data for Special Education, ESL and at-Risk populations.		Principal; Chief Instructional Officer	PLC Meetings, Meeting Minutes, Data review, Instructional Interventions; Testing performance by ESL students, at-risk and special education on state assessments.				
14) Saxxon Phonics will be used with fidelity to bring consistency to students who are learning to read in Kindergarten and 1st grade.	1	Principal and Assistant Principal	Lessons, increases in student scores.				
15) iStation will be used as a progress monitoring measure for all of K, 1st, 2nd, and 3rd grade.	1	1st grade teachers; Title 1 staff; Counselor, Principal, Assistant Principal	Consistent data to be used in determining interventions, promoting and retention, and for staffing.				
16) 16) The campus will support the use of progress monitoring tools for student growth.		Principal, Assistant Principal, Title 1 reading teacher	Reports run and used each progress and report card grade level meetings and for use as data collection for Special Education, Dyslexia, and 504 meetings.				
17) 17) The campus will use the MAP assessment system to identify gaps, readiness, STAAR preparation and RTI placement.		Principal, Assistant Principal, Title 1 teacher, Crystal Just	Student growth monitored over time.				
18) 18) Staffings will occur within 9 weeks of identification of students with possible or known Special Education or ESL qualification in order to progress monitor these students and make necessary adjustments to interventions as needed so that these students are successful in STAAR testing in third grade.		Special education, director, principal, assistant principal	Students successful complete work without the parent or staff prompting.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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


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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	6	Principal	Minutes of Site Based Committee meetings				
2) Parents and community members will be informed of school activities, meetings, and student performance on the campus web site, and through monthly campus newsletters.	6	Principals, campus web master	Monthly newsletters, marquee, K-12 Alerts				
3) Maintain the district goal of 96% attendance.	2	Principal, Registrar, classroom teachers	Computer generated reports that track student attendance, tardies, and early sign outs.				
4) School will provide activities to ease transition of student from home, to day care, to school, such as early registration with tours of school.	9	Principal	Scheduled visits/tours of the school, arrangements with Intermediate counselor				
5) Provide written information to parents in their native language whenever possible, bilingual assistance at trainings/meetings, and have bilingual staff call to invite them to school activities and answer questions.	6	Counselor, secretary, Registrar	Parent surveys				
6) Annual fitness-gram results will be sent home with final report card. (Grade 3)	10	PE teacher, Principal	End of year distribution				
7) Navarro Elementary (Grades 2-3) will celebrate their six weeks honor roll recipients. Kindergarten and 1st grade will celebrate perfect attendance each 9 weeks.	2	Principal, Counselor	Student recognition every six weeks				
8) Support programs (i.e., Title I; accelerated instruction; special education, ESL, counseling) will provide individualized assistance to at risk students.	9	Principal	STAAR / STAR Early Literacy Retention rate				
9) Parent contacted when a student has 5 or more days of unexcused absences or has excessive tardies or early sign outs.	2	Principal, Registrar	Increased attendance rate				
10) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee at the end of the school year.	2	Principal, Registrar	Increased attendance				



11) Invite community members into classrooms to discuss their jobs and experiences.	6	Counselor, classroom teachers	Career Day event				
12) Navarro Elementary will continue the PPCD/Pegasus Program to meet the needs of our youngest students.	9, 10	Special Education Director, Principal	IEP goals met				
13) K-3 teachers will use MAP as a BOY, MOY, and EOY tool to determine progress over the school year.	9	Title 1 teacher, Principal, classroom teachers	Campus/Teacher STAR charts STAR Early Literacy data				
14) Utilize current software to enhance student achievement on STAAR and in the classroom. (Accelerated Reader, iStation, Think Through Math, Study Island, etc.)	10	Librarian, Title 1 teacher, math and reading teachers	STAAR scores will reflect interventions.				
15) All professional personnel will meet SBEC standards for technology competencies.	4	principal	TTESS Technology Integration Matrix				
16) Grade Pre-K-1 students will work in the computer lab and the classroom to build foundational skills, acquire information, solve problems, and communicate effectively (K-2 technology applications TEKS).	2, 10	computer teacher, classroom teachers	lesson Plans				
17) Grades K-3 students will use a word processor and multimedia software to develop effective communication skills. Students will have access to electronic databases.	2, 10	computer teacher, classroom teachers	Lesson plans				
18) Grades 2-3 students will use district keyboarding programs such as Type to Learn. Jr. to master the keyboarding skills necessary to enter intermediate school.	2, 10	computer teacher, classroom teachers	lesson plans				
19) The campus will comply with CIPA (Children's Internet Protection Act). All students will receive internet safety instruction through the Computer Class; a campus newsletter will address Internet Safety for parents.	10	Computer teacher, principal	lesson plans				
20) The district ESL teacher will be on the elementary campus daily to support ESL students and the ESL paraprofessional. The ESL teacher will also be available for parent conferences.		ESL Teacher	conferences held, lesson plans				
21) Vocabulary building strategies will be used (such as the "WOW words" program) in PreK and ESL classrooms to build comprehension and basic knowledge of words/concepts.		PreK teacher, ESL teachers	Students use new vocabulary in speech and writing.				
							

# State Compensatory

## Budget for Navarro Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6122.40.101.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.101.7.24.0.00	6129 Salaries or Wages for Support Personnel	\$38,435.00
199.11.6141.40.101.7.24.0.00	6141 Social Security/Medicare	\$518.00
199.11.6142.40.101.7.24.0.00	6142 Group Health and Life Insurance	\$1,368.00
199.11.6144.40.101.7.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,998.00
199.11.6146.40.101.7.24.0.00	6146 Teacher Retirement/TRS Care	\$788.00
<b>6100 Subtotal:</b>		<b>\$44,607.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.101.7.24.0.00	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$1,000.00</b>

# Title I

## Schoolwide Program Plan

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

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

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

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

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

# Campus Funding Summary

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