

Navarro Independent School District

District Improvement Plan

2015-2016

Accountability Rating: Met Standard



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, 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
- Aesthetics

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

Navarro ISD Student Demographics

Total Students	1739
African American	1.3%
Hispanic	43.8%
White	52.8%
American Indian	0.1%
Asian	0.5%
Pacific Islander	0.1%
Two or More Races	1.4%
Economically Disadvantaged	38.6%
Non-Educationally Disadvantaged	61.4%
English Language Learners	2.7%
Graduation Rate	97.3%
College Ready Graduates - ELA	79.0%
College Ready Graduates - Math	73.0%
Attendance Rate	95.9%

Navarro ISD Schools and Enrollment

Navarro Elementary (Prek - 3)	511
Navarro Intermediate (4-6)	414
Navarro Junior High School (7-8)	284
Navarro High School (9-12)	530

Navarro ISD Program Enrollment

	State	Navarro ISD	
	%	%	#
Bilingual/ESL	17.8%	2.6%	46
Career and Technology Education	23.2%	25.4%	442
Gifted and Talented	7.6%	7.4%	128
Special Education	8.5%	7.4%	129

Navarro ISD Staff Experience

	# - NISD	% - NISD	% - State
Beginning Teachers	6.9	6.4%	8.5%
1-5 Years	22	20.5%	26.1%
6-10 Years	19	17.7%	22.6%
11-20 Years	37	34.5%	26.9%
Over 20 Years	22.2	20.8%	16.0%
Staff with Advanced Degrees	22.2	20.8%	23.4%

Demographics Strengths

Navarro ISD offers a small-school atmosphere with a rigorous curriculum and a supportive staff that provides individual attention to support high quality academic and extracurricular achievement. The district is the heart of the Geronimo community and enjoys a successful partnership with parent, families, and active community members. The community partnerships are essential to the success of the district in providing a quality education to our quickly growing population. Through the Navarro Education Foundation and Booster groups supporting the schools, students are able to obtain additional resources to utilize in the classrooms and in extra-curricular activities to assist in their overall success and achievement in schools.

Navarro ISD is experiencing a strong growth rate over the last several years. With this growth, some of the academic programs have increased in numbers as

well as program offerings to support the students. This is evident in the growth and success of the Career and Technology Education area at the secondary level. With the increase enrollment the district has been able to expand the program and offer additional courses as well as utilize Career and Technology courses offered to 8th graders at the Junior High School to assist in the acquisition of credits. This growth allows students to explore additional career pathways and in many cases obtain multiple endorsements for graduation. Additionally, Navarro has a consistent Gifted and Talented program that supports students higher learning needs. Although the district is growing, the district ESL numbers are significantly below the state average. This is largely due to a district effort to provide individualized English language instruction to the ELLs entering the district for language acquisition.

Navarro's high achievement rate and continued high graduation rate is supported with a strong staff that has increased in experience over the years. In comparison to the state, Navarro ISD has a more experienced staff based on years of service in excess of 11-20 years. The numbers of beginning teachers for Navarro is far lower than the average for the state. With the ability to attract more seasoned and experienced teachers, Navarro is able to provide a curriculum rich environment designed to push students to post secondary success.

Overall Strength Observations:

- High Graduation Rate
- Supportive and Involved Community
- Growing Population
- 100% Highly qualified Staff
- Significantly higher percentage of teachers with 11+ years experience
- Increased activity and enrollment in the Career and Technology Education Program
- Male/Female performances on State Assessments are consistent

Demographics Needs

Although the student body population has grown significant in the past two years and is continuing to grow, the demographic breakdown of the student population has not varied in large percentages. The growth appears to be steady among all population groups. However, the district has seen a decrease in student achievement in certain areas.

The demographic needs include:

- Increased classroom space at the Elementary level to handle continued growth
- Additional Science labs at the Junior High Levels to accommodate a growing population
- Additional support for English Language Learners as the ESL population grows
- Increased academic interventions for Special Education in Reading and Writing
- New and enhanced facilities at the Intermediate school level to accommodate for the growing population.
- Hispanic population performance on standardized tests needs improvement in comparison to other groups.
- Low performance scores for the Special Education population.

With the growth of the student body in the area, the elementary and intermediate campuses are in need of additional classroom space and facilities to continue to provide appropriate instruction at these levels. The elementary campus required class size waivers for the 2015-2016 year to accommodate Kindergarten and 3rd grade students. Additionally, with the growth of the Kindergarten program, the following school year will see an increased need to accommodate new Kindergarten students entering the district and continue to service the above average numbers for 1st and 4th grades in future years.

The junior high campus has seen an increase in student enrollment and class sizes are steadily increasing. With this increase the campus has had a need to add additional science classrooms. However, the campus only has two fully serviced science labs. As student populations continue to grow, the campus will need additional science and technology facilities to support student academic achievement in this area.

Although the Special Education department has seen a slight drop in enrollment of special education students, the program continues to be a focus and an area of need for classroom support.

With the growth, the English Language Learner population has grown slightly from 2013-2014. However in 2015, the numbers of ELLs is quickly increasing as more families move into the area. Students in this category will need additional supports as numbers of ELLs at the beginning level of language proficiency increase. Based on the 2015 PBMAS report, the district does not have the numbers necessary to meet the minimum size requirements for reporting. However, based on an examination of the data, the district needs to focus more closely on the ELL population to ensure growth in academic achievement across the core content areas.

The Navarro ISD population break down is split between white and Hispanic students. The numbers of students in the other ethnic groups are very small in comparison and do not meet minimum size requirements for review and reporting. Within the Hispanic population across all grades and tests, students perform between 2%-10% below the white population in math and between 6% and 20% in reading for meeting satisfactory performance. In the commended area, the Hispanic population falls below comparative groups 10% to 20% on commended/advanced scores.

Student Achievement

Student Achievement Summary

The new accountability system for the State of Texas was implemented during the 2011-2012 school year and continues to provide increased rigor with each implementation year. The new system is comprised of four indices which measure Student Achievement, Student Progress, Closing Performance Gaps and Post Secondary Readiness. Beginning in the 2012-2013 school year, passing standards were set for each of the indices associated with the new accountability system. In the 2014-2015 school year, those passing standards were increased from a 55% passing standard across all subject areas to a 60% passing standard across all subject areas. Navarro ISD and all campuses met the targets for the accountability standard for all indices and were presented with a rating of "Met Standard" for the 2015 State Accountability Rating. .

For the 2014 State Accountability ratings, three Navarro ISD campuses were awarded Distinction Designations. Navarro High School received four Distinction Designations in the areas of *Academic Achievement in Reading/ELA*, *Academic Achievement in Mathematics*, *Academic Achievement in Social Studies*, and *Post Secondary Readiness*. Navarro Junior High school received three Distinction Designations in the areas of *Academic Achievement in Science*, *Top 25% Closing Performance Gaps and Post Secondary Readiness*. Navarro Intermediate Campus received two Distinction Designations in the areas of *Academic Achievement in Science and Top 25% Student Progress*. In the 2015 State Accountability ratings, Navarro ISD continues to produce a high passing rate among all students for the content areas and has received numerous distinction designations. Navarro High School received a distinction for *Post Secondary Readiness*, Navarro Junior High received a distinction in *Top 25% in Closing Achievement Gaps*, and Navarro Elementary received two of three possible distinctions in *Academic Achievement in English Language Arts* and *Post Secondary Readiness*. Although the district did not receive as many distinctions in comparison to the prior accountability year, the district was able to make gains in certain subject areas in accordance with goals set for performance.

An additional component of the new state accountability system is the inclusion of System Safeguards. These safeguards measure the performance of all seven race/ethnic groups, as well as the economically disadvantaged student group, English Language Learners and students participating in Special Education. A target of 60% passing is set by the state for each subject for each of these student groups. Navarro ISD has limited population numbers in some of these categories for some subject areas, therefore, in subject areas where the population tested is fewer than 25, the system safeguard is not applicable to Navarro ISD or the campuses. In the 2013-2014 school year, a system safeguard was missed for a sub-population group for one campus. After the completion of the 2015 accountability year, the campuses achievements met the need and the campus met the passing standard for the population group. In the 2014-2015 school year, one campus and the district missed one of the passing standard indicators for one of the subject areas and have entered into the Texas Accountability Intervention System (TAIS) process for developing, implementing and monitoring an improvement plan to address specific campus needs.

Testing Performance and Goals

Reading	State Performance level at Phase in 1, level 2	Navarro ISD 2014 Scores	Navarro ISD 2015 Scores	Navarro ISD 2016 Goals
All	60%	85%	87% (+2)	90% (+3)
Hispanic	60%	80%	83% (+3)	87% (+4)
White	60%	89%	91% (+2)	93% (+2)
Eco. Dis.	60%	78%	77% (-1)	85% (+8)
Spec. Ed.	60%	61%	45% (-16)	65% (+20)

Mathematics	State Performance level at Phase in 1, level 2	Navarro ISD 2014 Scores	Navarro ISD 2015 Scores	Navarro ISD 2016 Goals
All	60%	88%	91% (+3)	93% (+2)
Hispanic	60%	81%	89% (+8)	91% (+2)
White	60%	93%	93% (-)	95% (+2)
Eco. Dis.	60%	80%	84% (+4)	89% (+5)
Spec. Ed.	60%	66%	73% (+7)	76% (+3)

Writing	State Performance level at Phase in 1, level 2	Navarro ISD 2014 Scores	Navarro ISD 2015 Scores	Navarro ISD 2016 Goals
All	60%	76%	81% (+5)	85% (+4)
Hispanic	60%	70%	73% (+3)	76% (+3)
White	60%	81%	87% (+6)	90% (+3)
Eco. Dis.	60%	64%	70% (+6)	73% (+3)
Spec. Ed.	60%	33%	43% (+10)	65% (+22)

Science	State Performance level at Phase in 1, level 2	Navarro ISD 2014 Scores	Navarro ISD 2015 Scores	Navarro ISD 2016 Goals
All	60%	90%	88% (-2)	93% (+5)
Hispanic	60%	84%	79% (-5)	88% (+9)
White	60%	95%	94% (-1)	97% (+3)
Eco. Dis.	60%	83%	77% (-6)	87% (+10)
Spec. Ed.	60%	84%	60% (-24)	88% (+28)

Social Studies	State Performance level at Phase in 1, level 2	Navarro ISD 2014 Scores	Navarro ISD 2015 Scores	Navarro ISD 2016 Goals
All	60%	88%	84% (-4)	90% (+6)
Hispanic	60%	83%	75% (-8)	86% (+11)
White	60%	91%	89% (-2)	94% (+5)
Eco. Dis.	60%	81%	74% (-7)	84% (+10)
Spec. Ed.	60%	70%	33% (-37)	73% (+40)

Student Achievement Strengths

Based on the state performance standard, Navarro ISD exceeded the passing standard set for all subject area tests taken in grades 3rd - 8th and End of Course (EOC) testing. The All Students passing rate was as high as 91% for Mathematics, but the lowest percentage of passing was 81% in Writing for all students. These passing percentages are in excess of the 60% expectation set by the state for accountability. The district goals set for testing expectations were met in most areas, but especially in Reading, Writing, and Math. Overall student achievement strengths include:

- High passing rate for the district in comparison to the State expectation for most all sub-population groups
- Increase in student testing performance in Math, Reading and Writing
- Increase in students performing at the Advanced Level of academic expectations
- Distinction designations at 3 of the four campuses.
- District and Campus Met standard for State Accountability

From the prior testing year, Navarro ISD showed significant improvement in passing scores for all populations in writing. Additionally, the district saw overall improved performance in Mathematics, especially in the increased passing rate of students taking the Algebra I End of Course Test at the high school level. In grades 3-8, the district saw an increase in the number of students scoring at the Advanced or Recommended Level for state assessment in Reading and Writing.

Student Achievement Needs

Student achievement focus areas for the 2015-2016 year include:

- Writing among Economically Disadvantaged students and Special Education Populations
- Reading/English Language arts performance for the Special Education population district-wide
- Math performance for the Special Education population in grades 3-8
- English Language Learner performance on STAAR in reading and math
- Science and Social Studies performance in grades 5-11.
- Narrow the performance gap in commended/advanced scores and met satisfactory between the Hispanic and white population groups.

In the 2015 testing results, the district saw an increase in writing scores for all students and also for the Special Education population, showing gains of up to 10% improved performance. However, the writing scores for Special Education are still 20+ percentage points below the required standard. Although progress is evident, additional work is to be attributed to this area as a district. In the area of Reading/English Language Arts, the district did not meet the safeguards for the Special Education population in reading. Therefore, there is significant need to focus on the reading portions of the Special Education area. In addition, for grades 3-8, the district received PBMAS ratings indicating additional support is needed to address the needs of the Special Education population in Reading and Math. Overall, the district experienced a significant drop in student performance on the Science and Social Studies assessments in grades 3-8.

At the High School level, the district sees a significant need in the English Language arts area for All students and also for ELLs. Although the students meeting standard on the English I EOC increased, the district received 0% of the population scoring at Recommended or Advanced levels. Additional support and resources will be needed to address the needs of ELA at the secondary level.

Within the Hispanic population, the district has a satisfactory performance in meeting the state standard for this population group. The Hispanic population accounts for approximately 43% of the student population with the white population group accounting for approximately 52% of the population. Within these two groups, the white population out-performs the Hispanic population in met standard scores and advanced/commended scores. Although the Hispanic population is scoring well above the state standard for performance, the district needs to narrow the gap between the two groups in 5% or less.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and retention of highly qualified staff is necessary to increase student performance, provide quality education and help close the achievement gap. Professional employees hired in the math, science, special education and any other hard to fill areas deemed by TEA are paid stipends. For the past two years, the Board approved supplemental compensation in recognition of increased work efforts and time, which were paid in December. The culture of the school district has a positive impact on recruitment and retention, as we are deemed one of the top schools in the 5 county metro area by the San Antonio Express News. Non-district employees' children are allowed to attend school here tuition free and are offered a reduced rate for after school care for children. The district also recently added a full day tuition based program for the 3 and 4 year old children of employees. Recruitment efforts are geared towards universities in the surrounding area (TLU, Texas State, UTSA and UT) and the service centers in Austin and San Antonio. All of the above factors have been successful in the past as the district has a voluntary turnover rate of 9.6%.

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.

The Three-Tier Instructional Model: Tiers of Instruction			
	Tier I	Tier II	Tier III
	100 % of the students	20 -30% of the students	5 -10% of the students

Definition	The “core” curricular and instructional programs & strategies in the general education setting, including ongoing assessment 3 times per year to determine if students are meeting curriculum standards.	Programs, strategies, & procedures designed & employed to <i>supplement, enhance, & support</i> Tier I, which takes place in groups of 3-5 students.	Specifically designed & customized instruction that is extended beyond the time allocated for Tiers I & II and which takes place in groups of 3.
Focus	For all K-12 students	For students identified with marked reading or mathematics difficulties and who have not responded to Tier I efforts.	For students with marked difficulties and/or disabilities and who have not responded adequately to Tier I and Tier II efforts.
	Tier I	Tier II	Tier III
Instruction	Many opportunities to practice embedded throughout the day	Additional attention, focus & support Additional opportunities to practice embedded throughout the school day Pre-teach & review skills; frequent opportunities to practice skills	Carefully designed & implemented, explicit, systematic instruction Fidelity of implementation carefully maintained
Interventionist	Classroom teacher	Supplemental instruction provided by classroom teacher or support staff, i.e. Title I, ARI, At-risk.	Additional intervention provided by support staff, including special ed. staff
Setting	General ed. classroom	Pull-out or pull-in setting	Pull-out or pull-in setting

Grouping	Flexible grouping	Homogeneous small group instruction (1:3, 4, or 5) Not to exceed 1:10	Homogeneous small group instruction (1:3)
Assessment	Assessment at beginning, middle, and end of year.	Progress monitoring twice/month on a target skill to ensure adequate progress and learning.	Progress monitoring twice/month on a target skill to ensure adequate progress and learning.

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.

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.

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 Technologists, 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 at the Junior High School
- Music program for grades K-3 and choir club for 4-6
- Art program for grades 4-6 and art club for grade 1

The implementation of Professional Learning Communities as the mode for district staff development is a strength for instruction. Through this process, teachers are able to craft their professional learning needs, request training in a timely manner to assist with student learning objectives, analyze data as a group to observe trends or learning needs of students and collaborate on lesson plans and best practices. Through this process, teachers are encouraged to meet on a regular basis throughout the school year to ensure that student learning is the focus of our schools.

The implementation of the TEKS Resource System along with the testing data provided in Aware, provides Navarro ISD with a strong foundation in the vertical and horizontal alignment of the instructional process. The use of Aware allows teachers to identify potential learning gaps in the mastery of the TEKS. This information combined with the TEKS Resource System Vertical Alignment documents allows teacher to view data longitudinally to identify gaps in the students understanding of TEKS concepts. With this information, teachers can review their horizontal alignment of the content to determine if re-teach lesson on prior content is necessary or if additional instruction is required to support the students understanding of the material.

The experienced staff at Navarro ISD is a strength. The largest percentage of staff members have between 11 an 20 years of experience and the district has 100% of all faculty and staff that are highly qualified according to state and national standards. The experience of the staff attributes to the rigorous curriculum and unique learning opportunities the students of Navarro ISD are able to experience. The campuses select representatives from each grade level and content area to sit on the Academic Planning Team. This group of individuals assists in making decisions concerning curriculum resources, calendars, professional development and technology resources provided to the district.

In the 2014-2015 school year, the district added an art and music teacher for the K-6 grade campuses. With the start of the 2015-2016 school year, the district re-aligned the programs to allow for a more comprehensive fine arts program to exist at the two campuses. This has been supportive of students needs at the intermediate and elementary campuses.

Navarro ISD has provided instructional support specialists in areas of high need for the district. These positions provide support for teachers in planning and classroom instruction. In the 2015 school year, the district added an additional Instructional Technologist to support teachers. This resources has provided additional classroom instructional resources for technology use in the classroom and has allowed for additional professional development opportunities to support technology integration in the instructional program.

In the area of assessment, the district utilizes campus designed benchmark testing for grades 3-6. These tests are administered twice yearly. Campuses utilize STAAR released tests when available, but are provided with approved Texas Test bank questions provide through STAAR assessment maker and NWEA. Through these tools, teachers are able to create research based assessment tools to monitor student progress on TEKS acquisition.

Curriculum, Instruction, and Assessment Needs

Curriculum, Instruction and Assessment Needs

- Revised RTI structure to assist struggling learners

- Formative assessment/Common Assessment structure for Progress Monitoring across all campuses.
- ESL instruction support - consistently implementation of the ELPS
- Advanced Academics support at the Junior High and High School
- 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. Based on an analysis of existing tiers at the campus sites, a need exists to revise the existing structure to better support the needs of the learners and provide consistency across campuses. Through this process, the district has a need for a progress monitoring system that can be consistently applied across the district, across grade levels and across campuses. Through the implemented PLC process of staff development and student data analysis, the district discovered a lack of consistent data concerning student performance beyond STAAR testing.

For ELL students, the district has seen an increase in the population from the 2013 to 2015 school years. Therefore, the district has a larger number of students entering the system at the 7th grade or higher without any English language proficiency. The districts processes for language acquisition at the Elementary and Intermediate levels did not effectively address the needs of the students at the secondary level. Therefore, the district has a need for a formalized ELL program to address new comers and early English language speakers.

Benchmark, progress monitoring and formative assessments are inconsistent across all campuses and grade levels. Varying testing program are available at the campuses. For ELL students, special education students, and struggling students, an assessment program is needed to help identify specific student learning needs to address differentiation in the classroom and provide a clearer method for teachers to Tier students in the RTI process as well as identify when progress is made throughout the year as students move through Tiers of instruction and mastery levels. The lack of consistency among testing programs in the district 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

According to the parent and community survey, most of the areas were rated as good or excellent. There were some concerns with food service and communication from the respondents. The overall majority of the respondents stated that the district is in the right direction and was pleased with school board, district, and campus leadership. Some concerns were mentioned with updated webpages and websites.

Family and Community Involvement Strengths

Communication between school and home has improved from the previous year.

Parental involvement activities and attendance has increased.

Family and Community Involvement Needs

Continue to support more parental involvement activities.

Technology

Technology Summary

District Wide Programs

TEACHING AND LEARNING

Computer training for every student at every grade level based on grade level TEKS and campus decisions.

PROFESSIONAL DEVELOPMENT

NISD currently offers the following training: Electronic Gradebooks, Electronic Attendance, Web Pages Curriculum and Technology Integration, Ipad Integration

ADMINISTRATIVE SYSTEMS

District-provided global electronic mail accounts for all staff members. Written policies in place on acceptable use of the Internet, Internet content, network management, and equipment donations. District, campus and teacher web pages, Combined Finance and Student Information System (TxEIS), Data Management Program (Eduphoria), Electronic Evaluation System (Eduphoria), Professional Development Portfolio System for staff (Eduphoria), Work Order System (Euphoria), Emergency Notification System (K12 Alerts), District Wide Library circulation and catalog automated (Destiny), District Wide Textbook System (Destiny), District Wide Asset Management System (Destiny)

INFRASTRUCTURE

Direct connection to the Internet via fiber to TXED at the Education Service Center Region 13 in Austin. Distance Learning equipment for classes and training. Telephones and voicemail in every classroom and office. Direct access to the Internet for all student and staff. Fiber optic backbone and digitally switched technologies. 10 centrally located file servers.

Fiber backbone to Wide Area Network (all campuses) Ethernet to the desktop in every classroom (4-5 drops in Elementary classrooms, 2-4 drops in Intermediate classrooms and Junior High classrooms, 6 drops High School classrooms Ethernet to the desktop computer labs (6 at Navarro High School, 2 at Navarro Junior High School 2 at Navarro Intermediate School, 2 Navarro Elementary School) Mobile Computer Labs at all campuses. Mounted Projectors in all classrooms district wide, Meraki wireless network district wide (1 AP per classroom).

Elementary, Intermediate and Junior High - Classrooms have 1 computer and 3 - 6 virtual computers.

High School 1 computer per classroom

OTHER Available technology integration staffing support: Technology Director (district wide) Technology Specialist (district wide). Secondary Instructional Technologist (High School and Junior High), Primary Instructional Technologist (Elementary and High School) District and Campus Web Masters, Computer and Tech App Teachers at Elementary, Intermediate, Junior High and High School Campuses, Secondary Librarian (High School and Junior High), Primary Librarian (Elementary and Intermediate)

CAMPUS PROGRAMS

1-1 iPad program at the Junior High

iPad/Chromebook pilot program at the the High School

High school students have the opportunity to take the following technology-related courses.

Principals of Information Technologies, Digital and Interactive Media, Computer Science, Game Design, Information Technology & Security Academy

Dual Enrollment Distance Learning College Level Academic Classes via the Internet (San Antonio College)

Accelerated Reader, Star Reading Assessment, Accelerated Math, Star Math Assessment, Study Island, Plato and other various software programs are networked.

Technology Strengths

All desktops are less than 4 years old

All desktops are on Windows 7

Every teacher has an iPad

Elementary Teachers have multiple iPads in their classroom.

IP phone system

100 mb Internet with on demand bursts

Technology Needs

Addition Wireless Infrastructure on all campuses

Replacement Switches at all locations

Replacement projectors for the High School

Additional Laptops/Chrome Books

Additional iPads

Additional Desktops in Classrooms

Management Software for both device management and network management

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Summative Evaluation 1: FIRST Rating, Positive Fund Balance, Balanced Budget.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar.	June	Sept	Nov
1) Complete an independent financial audit with no exceptions or management issues.		Superintendent; Business Manager	Audit Report				
Funding Sources: Local Funds - \$0.00							
2) Maintain high comptrollers FAST rating (4.5 stars).		Superintendent; Business Manager	State Rating				
Funding Sources: Local Funds - \$0.00							
3) Maintain Texas Comptroller's Platinum Designation for Financial Transparency.		Information and Technology Services; Business Manager	Platinum Designation.				
Funding Sources: Local Funds - \$0.00							
4) Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations.		Superintendent; Business Manager	FIRST Rating and Report				
Funding Sources: Local Funds - \$0.00							
5) Prepare a year budget with projections prepared with five year revenue assumptions.		Superintendent; Business Manager	Adopted budget and projections.				
Funding Sources: Local Funds - \$0.00							
6) Post budget, check register, audit and financial reports on the district website.		Information and Technology Services; Business Manager; Superintendent.	Website				
Funding Sources: Local Funds - \$0.00							
7) Designate one penny (\$55,000) of tax rate to repair/replace HVAC, roofs and other capital equipment.		Business Manager	Year en accounting of repairs/replacements.				
Funding Sources: Local Funds - \$0.00							
8) Evaluate future refinancing opportunities of district debt service yearly.		Superintendent; Business Manager	Debt Schedule				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation 2: Growth and Planning Meetings, building projects, plan development for new Intermediate school and other district improvements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Utilize the 2015 Facilities planning committee to prioritize building projects and repairs as funds allow.		Superintendent; Facilities and Maintenance; Facilities Committee	Completed repairs, committee meetings.				
	Funding Sources: Local Funds - \$0.00						
2) Monitor the five year replacement/repair plan for facilities and capital equipment, making building improvements and purchasing equipment and vehicles as funds allow.		Superintendent; Deputy Superintendent; Facilities and Maintenance.	Updated plans; work orders, purchase order for upgrades or new equipment, building project management reports, completed repairs.				
	Funding Sources: Local Funds - \$0.00						
3) Work closely with campus principals, architecture personnel, and engineers in the design of the new campus building projects and renovations associated with the bond issue.		Superintendent; Information and Technology Services, Campus Principals, Instructional Services, Facilities and Maintenance, Business Office.	Completed campus design plan for new campus buildings, renovations and additions.				
	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: By the end of 2016, the district will develop a technology infrastructure plan to accommodate for continued growth and provide appropriate maintenance and upgrades to existing systems to provide for student and staff needs.

Summative Evaluation 3: Completed Infrastructure Plan; documented maintenance projects, documented upgrades to systems.










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Provide local, long distance and cellular (business use) phone access for administrators, teachers and staff.		Information and Technology Services	Invoices				
Funding Sources: Local Funds - \$0.00							
2) Upgrade wireless systems across the district to provide better access to digital resources.		Information and Technology Services	Invoices, Wireless access maintenance logs, installation of additional wireless support.				
Funding Sources: Local Funds - \$0.00							
3) Monitor five year replacement/update plan technology, purchasing technology upgrades and equipment as funds allow.		Information and Technology Services	Updates to 5 year replacement schedule; technology purchase orders.				
Funding Sources: Local Funds - \$0.00							
4) Work with the planning committees in the design and structure of the technology infrastructure in the planning phases of the new campus building project.		Information and Technology Services; Superintendent	Technology Infrastructure plan for new building facility.				
Funding Sources: Local Funds - \$0.00							
5) Formulate a long range technology planning committee.		Information and Technology Services	Membership listing of committee members.				
Funding Sources: Local Funds - \$0.00							
6) Develop a 5 year infrastructure plan to accommodate for potential growth as projected on district growth and planning documentation to include but not limited to new building sites, existing enhancements to wireless technologies, campus connectivity speed and network upgrades.		Information and Technology Services	Completion of an infrastructure plan.				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: By the end of 2016, the district will develop a technology implementation plan to provide additional one to one technology resources to students for continued enhancement of technology in education.

Summative Evaluation 4: Completed Implementation Plan, Planning Meetings, Planning Drafts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Create a District Instructional Technology Planning Committee comprised of classroom teachers, administrators and curriculum personnel.		Instructional Technologists; Instructional Services	Membership list of committee members; meeting minutes.				
	Funding Sources: Local Funds - \$0.00						
2) Conduct a needs assessment of all technology integration resources and programs at the campus level.		Instructional Technologists; Instructional Services; Information and Technology Services	Completed Needs Assessment.				
	Funding Sources: Local Funds - \$0.00						
3) Develop a district technology implementation plan projecting instructional technology initiatives over a 5 year period.		Instructional Technology; Instructional Services	Instructional Technology Implementation Plan				
	Funding Sources: Local Funds - \$0.00						
4) Prepare an implementation plan for 1:1 chromebook initiative at the high school campus.		Instructional Technology; Instructional Services; High School Principals.	Completed Implementation Plan				
	Funding Sources: Local Funds - \$0.00						
5) Evaluate existing 1:1 technology initiatives and develop improvement structures to increase daily integration of tools into the curriculum.		Instructional Technology; Instructional Services	Revised iSucceed Plan and Technology Integration Plan.				
	Funding Sources: Local Funds - \$0.00						

6) Review the High School 1:1 implementation plan on a monthly basis to monitor progress and success, adjusting the plan to meet the needs of the teachers and the students.	Instructional Services; Instructional Technology; High School Principals; Teacher Cohort Participants	Monthly meetings; meeting minutes; changes to implementation plan.				
Funding Sources: Local Funds - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 5: The district will continue to provide safe and healthy learning environments for students.

Summative Evaluation 5: Completed Crisis Management Plan with documented drills, New Facilities Planning and development, Completed facilities projects, development of policy and procedures to ensure safe learning environments, programs for health and wellness promotion.

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

9) Ensure compliance with State and Federal laws concerning the School Lunch and Free and Reduced lunch programs.	Food Services Coordinator	Compliance with state and federal laws; Free and Reduced lunch applications and qualification; Reimbursements from state and federal sources.				
	Funding Sources: Local Funds - \$0.00					
10) Conduct a safety and security audit concerning emergency procedures and drills on a yearly basis.	Deputy Superintendent	Audit report; Log of emergency drills; published emergency procedures.				
	Funding Sources: Local Funds - \$0.00					
11) Contract with the Guadalupe County Sheriffs Office to provide a Deputy to monitor all campuses on a daily basis.	Superintendent	Deputy logs; contract with the Guadalupe County Sheriffs Office for services.				
	Funding Sources: Local Funds - \$0.00					
12) Participate in county emergency management procedures and activities.	Superintendent; Deputy Superintendent	Executed Memorandum of Understanding regarding agency responsibilities.				
	Funding Sources: Local Funds - \$0.00					
13) Utilize identification security measures at all sites for visitors, maintain security cameras on all campuses, and provide for additional cameras and identification support as needed.	Superintendent; Deputy Superintendent; Secretaries	Use of RAPTOR; Visitor Logs; Security camera operations.				
	Funding Sources: Local Funds - \$0.00					
14) Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to: Bullying education, Reporting of Sexual abuse and Maltreatment of Children; Suicide Prevention Training; Sexual Harassment in the Workplace; Reporting of Neglect or physical abuse; Blood Borne Pathogens Education;	Instructional Services;	Completion of training as documented in Eduphoria.				
	Funding Sources: Local Funds - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 6: The district will continue to promote parent and community involvement through activities and communication software.

Summative Evaluation 6: Parent and community activities documented through advertisements, social media connections and newspaper announcements.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
State System Safeguard Strategy Critical Success Factors CSF 3 CSF 5 CSF 6 1) Hold a Parent/Community Resource night to provide information on district and community programs designed to support students, parents and community members.	6	Instructional Services Staff	Parent/community member sign in and attendance.				
	Funding Sources: Local Funds - \$0.00						
2) Use social media as a means of communication with faculty, parents, and community (i.e Facebook) to promote district activities, events and announcements.	6	Information services and technology	Documented social media postings.				
	Funding Sources: Local Funds - \$0.00						
Critical Success Factors CSF 5 CSF 6 CSF 7 3) Implement a series of "Coffee Talks" inviting community members to meet with the Superintendent to discuss topics of interest.	6	Office of Superintendent	Scheduled and documented meetings.				
	Funding Sources: Local Funds - \$0.00						
4) Support the use of Parent Portal for grades 2-12 to inform parents in a timely manner of student progress and grades in the classroom.		Information Services and Technology; Campus Principals	Access of parents to the Parent Portal of the grading system.				
	Funding Sources: Local Funds - \$0.00						
5) Ensure faculty and staff update grades and lesson plans weekly to maintain consistent communication with parents concerning grades and classroom assignments.		Campus Principals	Teacher lesson plans on classroom websites; weekly updating of grades in TxGradebook; Posting of YAG on teacher websites.				
	Funding Sources: Local Funds - \$0.00						
6) Use the district website and campus marquees to inform parents and community members of upcoming events and provide access to district information to allow for financial and accountability transparency.	6	Superintendent; Information Services and Technology.	Parent Surveys; website statistics; marquee postings.				
	Funding Sources: Local Funds - \$0.00						

7) Update the district website and calendar weekly and monitor campus sites for accuracy.		Information services and Technology	Updated Websites, Maintained District calendar.				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: The district will provide time and resources for Professional Learning Communities (PLC) to plan and develop instructional strategies, examine student data sources and align curriculum.

Summative Evaluation 1: District staff Development Calendar. PLC Planning time.





















Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide training and support tools to teachers and administrators through the PLC structure to support data mining, curriculum planning, curriculum alignment vertically and horizontally.</p>	4		Maintenance of Eduphoria, Curriculum Heat Maps, Lead4Ward, TEKS Resources system. Staff Development days, Eduphoria Reports.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Monitor PLC meetings throughout the school year to meet ongoing needs for support in data analysis, progress monitoring and interventions for at-risk or high needs students.</p>	4	Instructional Services	Attendance to PLC meetings; documented calendar of PLC meetings.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Dedicate at a minimum of two days of district staff development time for PLC groups to focus on curriculum alignment, lesson planning and data analysis of student testing performance.</p>		Instructional Services	District staff development calendar. Lesson Plans, Aligned curriculum, data analysis worksheets.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to work in PLC groups and allows for additional staff development to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students.</p>	8	Instructional Services	Academic Planning Meeting Minutes; Calendar Planning Documentation; Professional Development Plan.				
Funding Sources: Local Funds - \$0.00							










<p align="center">Critical Success Factors CSF 3</p> <p>5) Plan administrative PLC meetings to address instructional needs of the district.</p>	<p>Superintendent</p>	<p>Meeting Calendar</p>					
<p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>6) Implement a PLC structure for the administrative team to review district data and identify programs of focus for development of learning plans and professional development.</p>		<p>Superintendent; Principals; Instructional Services; Information and Technology Services</p>	<p>PLC Meeting minutes; program recommendations; professional development planning.</p>				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>		<p>Funding Sources: Local Funds - \$0.00</p>					

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

Performance Objective 2: The district will support Professional Learning Communities (PLC) collaboration and tracking of student progress by providing at least 1 common assessment tool to track student progress throughout the year.

Summative Evaluation 2: Selection of a testing system to assist with common assessments or progress monitoring.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Identify potential assessment companies to provide formative/norm-referenced assessment tools and data designed to provide teachers with individualized reports on students achievement levels as they are tied to RTI and student learning needs. The assessment tool must be able to predict potential STAAR performance, College readiness, current TEKS mastery, and diagnostic data for teachers to focus on gaps in student learning.</p>	2	Instructional Services	Selection of Norm-Referenced testing groups.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Form a review panel of teachers and administrators to review norm-referenced/formative assessment resources for use in the schools.</p>	8	Instructional Services	Committee review panel.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Schedule presentations from testing companies for the panel to review concerning testings, data received, interventions and progress monitoring capabilities.</p>		Instructional Services.	Documentation of Presentations				
Funding Sources: Local Funds - \$0.00							
<p>4) Identify potential funding to purchase a standardized testing/monitoring system to address learning needs of students.</p>	8	Instructional Services.	Funding Source.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Select an assessment tool that will be used across the district for progress monitoring, mastery levels, and focused student instructional diagnostics.</p>	1, 2, 9	Instructional Services	Selection and purchase of the assessment tool.				
Funding Sources: Local Funds - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) Provide professional development to teachers and staff in working with the assessment, applying results to classroom instruction, monitoring students within the RTI structure, progress monitoring and testing procedures.</p>	1, 2, 4	Instructional Services	Eduphoria reports. Professional Development Calendar				
Funding Sources: Local Funds - \$0.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation 3: Yearly salary review.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Review the district salary plan yearly to determine if funding exists to be able to increase employee pay.	5	Superintendent; Board of Trustee	Salary Plan Review; Teacher retention;				
	Funding Sources: Local Funds - \$0.00						
2) Provide stipends for teachers supporting activities and programs in high need areas.	3, 5	Instructional Services	Payment of Stipends.				
	Funding Sources: Local Funds - \$0.00						
3) Conduct a stipend study for the district.		Human Resources; Business Office	Completed Stipend Study				
	Funding Sources: Local Funds - \$0.00						
4) Utilize the results of the stipend study to adjust, alter or maintain stipends for various extra-duty activities.		Human Resources; Business Office	Stipend Budget, stipend awards to staff members.				
	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Summative Evaluation 4: Completion of training sessions, new teachers in programs.










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Hold a New Educator Orientation training yearly allowing New employees to connect with campus mentors, receive introductory training on campus programs and services and receive technology training on district resources.	5	Instructional Services; Information and Technology Services	New Educator Orientation as documented in Eduphoria.				
				Funding Sources: Local Funds - \$0.00			
2) Mentors will be assigned to newly hired teachers.	5	Instructional Services	Assigned Mentors; Meetings				
				Funding Sources: Local Funds - \$0.00			
3) Monitor new teachers through classroom observations and walk-throughs.	3, 4, 5	Principals; Instructional Services	Walk through documentation				
				Funding Sources: Local Funds - \$0.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: The district will develop a comprehensive technology literacy program for staff to support the implementation of technology use in the classroom.

Summative Evaluation 5: Publication of the Technology Literacy Program.

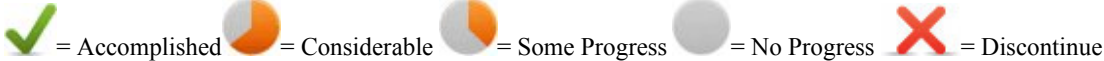
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Utilize the District Instructional Technology Planning Committee to develop the technology literacy program for staff.		Instructional Technologists; Instructional Services	Committee meetings; Planning Documents.				
	Funding Sources: Local Funds - \$0.00						
2) Explore various technology literacy models and prepare a rough draft of a Navarro ISD technology literacy program for staff.		Instructional Technologists; Instructional Services.	Selection of a technology literacy model; complete rough draft.				
	Funding Sources: Local Funds - \$0.00						
3) Share the vision and purpose of the technology literacy program with teachers and staff through Academic Planning Meetings, Staff Meetings and district communications.		Instructional Services; Instructional Technologists	Meeting Agendas				
	Funding Sources: Local Funds - \$0.00						
4) Revise the rough draft of the technology literacy program for the district based on teacher and staff feedback.		Instructional Services; Instructional Technologists	Revised Plan				
	Funding Sources: Local Funds - \$0.00						
5) Share the final technology literacy program plan with all employees for implementation in the Fall of 2016.		Instructional Services; Instructional Technologists	Meeting Documentation, publication of final plan.				
	Funding Sources: Local Funds - \$0.00						
6) Provide technology training and testing as required by NCLB and TEA to all professional staff for the 2015-2016 school year. For the 2016-2017 year, the training and testing of technology literacy will be incorporated into the District technology Literacy program.		Instructional Services; Instructional Technology	Completed STAR Chart results; Training documented in Eduphoria; Instructional Technologists training logs.				
	Funding Sources: Local Funds - \$0.00						

7) Work with teacher in classrooms to provide at least 3-4 model teaches, co-teaches or technology integrated lessons in the classrooms every six weeks for the 2015-2016 school year. For the 2016-2017 school year, the classroom integration models will be built into the District Technology Literacy Program.	Instructional Services; Instructional Technologists	Lesson Logs of classroom technology integration, walk through documentation, completed technology literacy program.				
Funding Sources: Local Funds - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

Summative Evaluation 6: Job postings, job fair attendance, Highly qualified report.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Monitor job postings, screenings, and the interview process to assure full consideration of a diversified applicant pool.	5	Human Resources	Increased staff diversity; Highly qualified candidates.	✓	✓	✓	✓
	Funding Sources: Local Funds - \$0.00						
2) Maintain 100% NCLB highly qualified staff with new hires.	5	Human Resources, Principals, Superintendent	Highly Qualified Compliance Report.	✓	✓	✓	✓
	Funding Sources: Local Funds - \$0.00						
3) Register for attendance to job fairs.		Human Resources	Attendance to job fairs	✓	✓	✓	✓
	Funding Sources: Local Funds - \$0.00						
4) Post job openings in various locations such as district office, newspaper, Texas Association of School Administrators, district website and other applicable sources.	5	Human Resources	Postings of job opening in various locations. Copies of postings. Job applications.	✓	✓	✓	✓
	Funding Sources: Local Funds - \$0.00						
							

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

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














Summative Evaluation 7: Eduphoria reports. Staff Development Offerings. Out of district staff development attendance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Provide technology training to increase the effective use of technology with students in classrooms. Specifically supporting 1:1 initiatives in the district	4						
Funding Sources: Local Funds - \$0.00							
2) Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented Program and Technology integration in the classroom	4	Instructional Technologists; GT Specialists	In-District training in differentiated instruction as documented in Eduphoria.				
Funding Sources: Local Funds - \$0.00							
3) Provide behavior modification/restraint (CPI) training for special education staff and others on a yearly basis.	4	Instructional Services	CPI Training sign in sheets; Behavior Training sign in sheets; documents in eduphoria.				
Funding Sources: Local Funds - \$0.00							
4) Coordinate with ESC Region XIII to provide staff development and assistance in the areas of state and federal compliance, ESL, migrant, homeless, CTE and Special Education.	4	Instructional Services	Full compliance with state and federal regulations.				
Funding Sources: Local Funds - \$0.00							
5) Allocate funding and district resources to teachers and staff to attend staff development in district or out of district to meet individual content area needs.	4	Instructional Services	Eduphoria Reports.				
Funding Sources: Local Funds - \$0.00, Title II Funds - \$17,000.00							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 7	1, 4, 10	Instructional Services; Campus Principals	Writing Training documentation in eduphoria; purchase orders.				
6) Utilize district funds to provide intensive writing training to teachers to increase student writing performance for Economically disadvantaged, Hispanic and special education students.	Funding Sources: Local Funds - \$0.00						
7) Promotion of training opportunities through the Instructional Services Newsletter.		Instructional Services	Publication of newsletter with staff development offerings.				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 8: The district will increase teacher endorsements/certifications in high need areas by 5%.

Summative Evaluation 8: Completion of endorsements/certifications such as ESL and GT.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Provide resources to encourage teachers to broaden certifications by offering in-district training courses and staff development opportunities to staff members during the school year to assist in obtaining additional certifications.	3, 4, 5	Instructional Services.	Staff Development Calendar, documented training sessions in Eduphoria.				
			Funding Sources: Title II Funds - \$7,500.00				
2) Utilize funding sources to assist teachers in obtaining certifications/endorsements in high need areas.	3, 4, 5	Instructional Services	Purchase Orders, Completed certifications.				
			Funding Sources: Title II Funds - \$232.00				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 9: The district will continue to support and provide staff resources for management of personnel and activities.

Summative Evaluation 9: Program reports, activity reports, purchase orders.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Continue use of AESOP (Automated District Absence Management System) to decrease overtime, usage of staff leave, increase delivery of instruction to students and decrease campus substitute payroll.		Human Resources; Business Manager	AESOP Reports.				
Funding Sources: Local Funds - \$0.00							
2) Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas.		Instructional Services; Business Manager; Superintendent	Funding and Resources allocated to GT specialists, dyslexia, behavior, instructional technology.				
Funding Sources: Local Funds - \$0.00							
3) Hold monthly counselor meetings to discuss counseling priorities, counseling services, 504 accommodations and at-risk student interventions.		Instructional Services	Monthly meetings; procedures.				
Funding Sources: Local Funds - \$0.00							
4) Hold monthly Special Education meetings with teachers and staff to review compliance training, local resources, group problem solving and program interventions for at-risk students.	4	Instructional Services	Monthly meetings, program interventions documentation, training logs.				
Funding Sources: Local Funds - \$0.00							
5) Allocate funding and resources to the Pegasus /PPCD program to serve children ages 3-4 in the district.	7	Instructional Services	Allocated Funding; Program Implementation				
Funding Sources: Local Funds - \$0.00							
6) Provide Eduphoria to monitor staff development, student assessment, work orders and employee evaluations		Information and Technology Services; Instructional Services.	Purchase of Eduphoria.				
Funding Sources: Local Funds - \$0.00							
7) Provide access to the TEKS Resource system to support instructional focus, year at a glance and curriculum support materials.		Instructional Services; Information and Technology Services	Maintenance agreement for TEKS Resource system; posting of year at a glance documents on teachers websites.				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: By the end of 2016, the district will implement a robust ESL program to address the growing needs of the ELL population.

Summative Evaluation 1: ESL program development and documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Seek a qualified ESL/Bilingual teacher to provide intensive pull-out English Language support to beginning and intermediate learners of English.	1, 5, 10	Instructional Services.	Hiring of qualified teacher				
Funding Sources: Local Funds - \$0.00							
2) Develop procedures to ensure compliance with the identification, testings, placement and servicing of ESL/Bilingual students.	10	Instructional Services	Publication of procedures.				
Funding Sources: Local Funds - \$0.00							
3) Develop a robust ESL program that can be implemented district wide in all classrooms to best support ELL student needs.	1, 2, 10	Instructional Services	Program publication and implementation				
Funding Sources: Local Funds - \$0.00							
4) Provide professional development for teachers in the ELPS for classroom integration.	4	Instructional Services	Eduphoria reports; training PO;				
Funding Sources: Local Funds - \$0.00							
5) Provide support to the campuses for the implementation and use of the ELPS in the classrooms		Instructional Services	ELPS documentation in lesson plans or student instructional documentation.				
Funding Sources: Local Funds - \$0.00							
6) Contact other ESL program coordinators in the state to gather data and information about ESL programs that are implemented statewide and showing success and progress for student acquisition of English and learning.		Instructional Services	Documentation of ESL program structures from other districts.				
Funding Sources: Local Funds - \$0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: By May 2016, the district will present a revised RTI structure to address the growing needs of the at-risk and high achieving students. .

Summative Evaluation 2: RTI structure revisions to district documentation. Training sessions for revised structure.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Through Academic Planning Team and Instructional Services meetings, identify barriers to RTI and staff needs for RTI implementation.	1, 8	Instructional Services	Meeting documentation and staff feedback.				
	Funding Sources: Local Funds - \$0.00						
2) Contact other school districts to obtain information about RTI programs and implementation structures.	1	Instructional Services	Data and information of RTI programs across the state.				
	Funding Sources: Local Funds - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Seek input and support from the ESC Region 13 in the formulation of a district RTI structure that will include specific criteria for RTI level placement, classroom interventions, classroom documentation of interventions and progress monitoring requirements.	1	Instructional Services	RTI Revision; Collaboration with ESC Region 13. Implemented interventions based on newly implemented plan.				
	Funding Sources: Local Funds - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 4) Review district data sources PBMAS, STAAR, System Safeguards, Benchmarks, formative assessments to identify at-risk or instructional need areas to adopt targeted interventions to be placed in the RTI structure.	1	Instructional Services	Use of Data sources; selected targeted interventions.				
	Funding Sources: Local Funds - \$0.00						
5) Provide professional development and classroom support for teachers implementing the new RTI structure in the Fall of 2016.	4	Instructional Services	Professional Development; Classroom logs.				
	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: The district will continue to focus on the improvement of student performance on State assessments by showing a 2 to 5 percentage point increase in all student performance as shown on Index 1 of the State Accountability Program.

Summative Evaluation 3: Increase in student performance by 2 to 5 percentage points.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time .</p>	2	Instructional Services	Documented tutorial schedules; Dyslexia Schedules, GT schedules, Instructional Technology support, Reading Interventions, math interventions.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Conduct focus group meetings to select reading, writing and mathematic intervention programs and resources to address student learning needs in Special Education, at-Risk, ESL, economically disadvantaged and Hispanic populations.</p>	8	Instructional Services	Focus group meetings. - RTI meetings, Functional Fridays- tutorials- PLC meetings.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Assist campuses in identifying existing progress monitoring resources to document and track student progress.</p>	2, 9	Instructional Services; Counselors; Principals	Selection of Tools; documentation of student interventions.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide assessment tools and curriculum resources to teachers to develop benchmark and common assessments to track students progress towards STAAR performance.</p>	9	Instructional Services	Eduphoria Test Bank; Campus Benchmarks; Review of assessment results through PLC meetings.				
Funding Sources: Local Funds - \$0.00							

State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Provide professional development and instructional strategies to teachers through after school training, newsletter postings and online communications to best support struggling learners, specifically in writing, reading and math.	4	Instructional Services	Professional Development offerings and sessions as documented in eduphoria; newsletters posted to website, district communications.				
	Funding Sources: Local Funds - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 6) Continue to support tutorial and RTI scheduling during the school day.		Instructional services; Campus Principals	Campus Schedules				
	Funding Sources: Local Funds - \$0.00						
7) Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.	2, 9	Instructional Services	Standardized/progress monitoring assessment program.				
8) Support reading and math interventions through Title I support staff at the Elementary campus.	2, 9, 10	Instructional Services	Student intervention logs.				
	Funding Sources: Title I Funds - \$43,500.00						
9) Support reading intervention at the intermediate campus through the use of Read 180 for struggling students.	9, 10	Campus Principal	Read 180 reports.				
	Funding Sources: Title I Funds - \$500.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: The district will continue to focus on the improvement of student progress on State assessment by increasing the percentage of students achieving Exceeded Progress on State Assessments.

Summative Evaluation 4: Increase in the percentage of students achieving Exceeded Progress from the prior year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Develop a plan for the expansion of advanced academic programs at the Junior High and High School campuses.	9	Instructional Services; Campus principals	Additional courses/resources added at Junior High and High School for advanced academics.				
Funding Sources: Local Funds - \$0.00							
Critical Success Factors CSF 4	9	Instructional Services	Instructional Planning documents; activities for students in tutorials;				
2) Work with campuses to identify activities for high performing students that can be conducted during Tutorial/RTI time.	Funding Sources: Local Funds - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7	2, 9, 10	Instructional Services	Standardized testing/progress monitoring system.				
3) Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: The district will continue to focus on the improvement of closing achievement gaps on State Assessments by increasing the percentage of Hispanic and Economically Disadvantaged students meeting the advanced standard on state assessments.

Summative Evaluation 5: Increase in the percentage of Hispanic and Economically Disadvantaged students meeting the advanced standard on the STAAR.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Work with PLC groups to analyze data among the Hispanic and Economically Disadvantaged students to target specific skills among the groups for targeted intervention.	9	Instructional Services, Campus Principals	Selection of targeted skills for intervention. PLC meetings.				
Funding Sources: Local Funds - \$0.00							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7	2, 9	Instructional Services	Standardized testing/progress monitoring system.				
2) Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 6: The district will continue to focus on the improvement of Post Secondary Readiness by increasing the percentage of students performing at the Final Level of the state assessments in Grades 3-8.














Summative Evaluation 6: Increase in the percentage of students performing at Final Level from prior year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.</p>	2, 9	Instructional Services	Standardized testing/progress monitoring system.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Work with PLC groups to review testing data for students passing the STAAR and benchmark assessments to track trends for improved performance. Specifically targeting students just below the Final Level II score.</p>	9	Classroom teachers, PLC Groups, Instructional Services	Benchmark Data; Tiering of students.				
Funding Sources: Local Funds - \$0.00							
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

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

Performance Objective 7: The district will improve Special Education performance on State Assessments in all subject areas.


Summative Evaluation 7: Increase in performance of Special Education students on STAAR.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar.	June	Sept	Nov
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.</p>	2, 9	Instructional Services	Standardized testing/progress monitoring system.				
Funding Sources: Local Funds - \$0.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>2) Meet with special education staff and teachers to review student performance on common and benchmark assessments in grades 3-8 in the areas of math and reading to track trends and identify targeted interventions to support student performance on testing measures.</p>	3, 4	Instructional Services; campus principals; special education staff; classroom teachers.	Interventions implemented in the classroom.				
Funding Sources: Local Funds - \$0.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 8: The district will continue to promote communications between home, school, parents and community by receiving a rating of Exemplary for the House Bill 5 component of Community/Parent involvement.


Summative Evaluation 8: Exemplary rating on the HB 5 survey and rating summary.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Utilize Tx Connect to maintain communication on grading and student progress in the classroom.	6	Information and Technology Services	Tx Connect Use and parent registration	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
2) Maintain an updated calendar of events on the district website and promote community and parent involvement events such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night.	6	Principals, Instructional Services	Updated events calendar; campus community offerings; parent and community events.	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
3) Ensure Title I parent meetings are held annually to meet Title requirements.	6	Campus Principals; Instructional Services	Documentation of Title I meetings.	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
							

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

Performance Objective 9: The district will work directly with campuses to offer courses and extra-curricular activities to meet the needs of the growing population as documented in the HB5 parent/community survey.

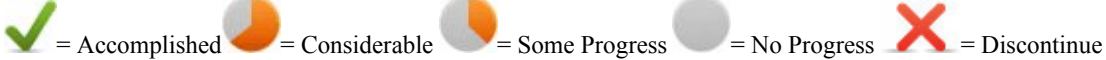
Summative Evaluation 9: Course offering, Extra-curricular activities and HB 5 survey results and completed ratings.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Identify new clubs or extra-curricular activities for students yearly.		Principals; Instructional Services	Increase in activities or clubs for students.	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
2) Provide a robotics club for students at the 6-8 grade levels to support GT students.		Instructional Services	Club meetings.	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
3) Implement a Special Olympics Program for special needs students in the district.		Instructional Services	Student participation in Special Olympics	✓	✓	✓	✓
Funding Sources: Local Funds - \$0.00							
4) Expand the robotics club to include All student populations in grades 5-8.		Chief Instructional Officer	Student involvement in Robotics.	✓	✓	✓	✓
5) Explore potential clubs or activities targeted for Special Needs students.		Director of Special Education; Chief Instructional Officer.	Club activities inclusive of Special Needs students targeted for identified needs.	✓	✓	✓	✓
6) Using the State GT Model for Gifted and Talented Programs and Advanced Academics, develop a district GT program that meets the recommended state plan for Gifted and Talented Programs.		Gifted and Talented Specialist; Chief Instructional Officer	Completion of the Recommended Plan and Compliance with all state recommended requirements.	✓	✓	✓	✓
							

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

Performance Objective 10: The district will support campuses in the offering of counseling/special services as evidenced through collaborative partnerships and district initiatives to support student needs.

Summative Evaluation 10: Collaborative partnerships, Counseling services offered, Homebound program, homeless program and Cooperative partnerships with ESC Region 13.

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

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

Performance Objective 11: In the 2015-2016 school year, the district will promote college and career readiness across all campuses as evidenced by district activities, CTE certifications offered at the HS level and increased campus performance on Index 4 of the State Accountability System.

Summative Evaluation 11: Increased performance on Index 4 for HS and District. CTE certifications offered and completed by students; college and career readiness activities documented on school calendar, campus rosters.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Mar	June	Sept	Nov
1) Host a College and Career week in conjunction with Generation Texas Week and College Application Week.	9, 10	Campus Counselors	District Calendar; documented campus activities				
	Funding Sources: Local Funds - \$0.00						
2) Utilize purchased resources such as Career Cruising, PAWS in jobland and other online tools to highlight college and career pathways at all grade levels.	9	Campus Counselors	Documented lesson plans, documented campus college and career activities.				
	Funding Sources: Local Funds - \$0.00						
3) Facilitate options for dual credit courses, AP courses, certification programs and career pathways in collaboration with local college and universities.	9	Instructional Services, CTE and HS Principals	Certification courses for students; AP course offerings; Dual Credit Offerings; Cooperative relationships with College and Universities through MOU or partnerships.				
	Funding Sources: Local Funds - \$0.00						
4) Allocate funding and program support for student participation in SAT, ACT, PSAT and TSI.		Instructional Services	Student participation counts; student performance on examinations.				
	Funding Sources: Local Funds - \$0.00						
5) Provide instructional resources and programs to increase student performance on the SAT, ACT, PSAT and TSI.		Instructional Services; High School Principals	Increased student performance on testing measures.				
	Funding Sources: Local Funds - \$0.00						
6) Identify additional HS career pathways that may be offered for students to obtain industry certifications upon graduation.		Instructional Services; CTE; High School Principals.	Certification completion by students; course catalog.				
	Funding Sources: Local Funds - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	6	1	Hold a Parent/Community Resource night to provide information on district and community programs designed to support students, parents and community members.
2	1	1	Provide training and support tools to teachers and administrators through the PLC structure to support data mining, curriculum planning, curriculum alignment vertically and horizontally.
2	1	2	Monitor PLC meetings throughout the school year to meet ongoing needs for support in data analysis, progress monitoring and interventions for at-risk or high needs students.
2	1	3	Dedicate at a minimum of two days of district staff development time for PLC groups to focus on curriculum alignment, lesson planning and data analysis of student testing performance.
2	1	4	Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to work in PLC groups and allows for additional staff development to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students.
2	2	1	Identify potential assessment companies to provide formative/norm-referenced assessment tools and data designed to provide teachers with individualized reports on students achievement levels as they are tied to RTI and student learning needs. The assessment tool must be able to predict potential STAAR performance, College readiness, current TEKS mastery, and diagnostic data for teachers to focus on gaps in student learning.
2	2	2	Form a review panel of teachers and administrators to review norm-referenced/formative assessment resources for use in the schools.
2	2	3	Schedule presentations from testing companies for the panel to review concerning testings, data received, interventions and progress monitoring capabilities.
2	2	5	Select an assessment tool that will be used across the district for progress monitoring, mastery levels, and focused student instructional diagnostics.
2	7	6	Utilize district funds to provide intensive writing training to teachers to increase student writing performance for Economically disadvantaged, Hispanic and special education students.
3	2	1	Through Academic Planning Team and Instructional Services meetings, identify barriers to RTI and staff needs for RTI implementation.
3	2	3	Seek input and support from the ESC Region 13 in the formulation of a district RTI structure that will include specific criteria for RTI level placement, classroom interventions, classroom documentation of interventions and progress monitoring requirements.

Goal	Objective	Strategy	Description
3	2	4	Review district data sources PBMAS, STAAR, System Safeguards, Benchmarks, formative assessments to identify at-risk or instructional need areas to adopt targeted interventions to be placed in the RTI structure.
3	3	1	Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time .
3	3	2	Conduct focus group meetings to select reading, writing and mathematic intervention programs and resources to address student learning needs in Special Education, at-Risk, ESL, economically disadvantaged and Hispanic populations.
3	3	3	Assist campuses in identifying existing progress monitoring resources to document and track student progress.
3	3	4	Provide assessment tools and curriculum resources to teachers to develop benchmark and common assessments to track students progress towards STAAR performance.
3	3	5	Provide professional development and instructional strategies to teachers through after school training, newsletter postings and online communications to best support struggling learners, specifically in writing, reading and math.
3	3	6	Continue to support tutorial and RTI scheduling during the school day.
3	4	3	Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	5	2	Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	6	1	Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	6	2	Work with PLC groups to review testing data for students passing the STAAR and benchmark assessments to track trends for improved performance. Specifically targeting students just below the Final Level II score.
3	7	1	Implement a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.
3	7	2	Meet with special education staff and teachers to review student performance on common and benchmark assessments in grades 3-8 in the areas of math and reading to track trends and identify targeted interventions to support student performance on testing measures.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112 40 001 6 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199 11 6112 40 041 6 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199 11 6112 40 999 6 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,500.00
199 11 6118 00 699 6 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$10,000.00
199 11 6118 41 999 6 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$500.00
199 11 6118 44 999 6 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$7,500.00
199 11 6118 44 999 6 24 0 HI	6118 Extra Duty Stipend - Locally Defined	\$7,000.00
199 11 6119 40 001 6 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,956.00
199 11 6119 40 041 6 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$22,550.00
199 11 6119 40 102 6 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$29,743.00
199 11 6119 40 999 6 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$194,043.00
199 11 6122 40 001 6 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6122 40 041 6 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
199 11 6122 40 101 6 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6122 40 102 6 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6128 00 699 6 24 0 00	6128 Overtime Pay - Locally Defined	\$1,000.00
199 11 6129 40 001 6 24 0 00	6129 Salaries or Wages for Support Personnel	\$7,375.00
199 11 6129 40 041 6 24 0 00	6129 Salaries or Wages for Support Personnel	\$9,352.00
199 11 6129 40 101 6 24 0 00	6129 Salaries or Wages for Support Personnel	\$29,998.00
199 11 6129 40 102 6 24 0 00	6129 Salaries or Wages for Support Personnel	\$18,878.00
199 11 6141 40 999 6 24 0 00	6141 Social Security/Medicare	\$2,678.00
199 11 6141 41 999 6 24 0 00	6141 Social Security/Medicare	\$7.00

199 11 6141 44 999 6 24 0 00	6141 Social Security/Medicare	\$109.00
199 11 6141 44 999 6 24 0 HI	6141 Social Security/Medicare	\$102.00
199 11 6142 40 001 6 24 0 00	6141 Social Security/Medicare	\$4,643.00
199 11 6141 00 699 6 24 0 00	6141 Social Security/Medicare	\$160.00
199 11 6141 40 001 6 24 0 00	6141 Social Security/Medicare	\$921.00
199 11 6141 40 041 6 24 0 00	6141 Social Security/Medicare	\$403.00
199 11 6141 40 101 6 24 0 00	6141 Social Security/Medicare	\$397.00
199 11 6141 40 102 6 24 0 00	6141 Social Security/Medicare	\$616.00
199 11 6142 40 041 6 24 0 00	6142 Group Health and Life Insurance	\$1,361.00
199 11 6142 40 102 6 24 0 00	6142 Group Health and Life Insurance	\$4,454.00
199 11 6142 40 999 6 24 0 00	6142 Group Health and Life Insurance	\$6,981.00
199 11 6142 40 101 6 24 0 00	6142 Group Health and Life Insurance	\$1,363.00
199 11 6144 00 699 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$770.00
199 11 6144 40 001 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,855.00
199 11 6144 40 041 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,316.00
199 11 6144 40 101 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,340.00
199 11 6144 40 102 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,569.00
199 11 6144 40 999 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$12,813.00
199 11 6144 41 999 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$35.00
199 11 6144 44 999 6 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$525.00
199 11 6144 44 999 6 24 0 HI	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$490.00
199 11 6146 44 999 6 24 0 00	6146 Teacher Retirement/TRS Care	\$679.00
199 11 6146 44 999 6 24 0 HI	6146 Teacher Retirement/TRS Care	\$634.00
199 11 6146 00 699 6 24 0 00	6146 Teacher Retirement/TRS Care	\$926.00
199 11 6146 40 001 6 24 0 00	6146 Teacher Retirement/TRS Care	\$1,852.00
199 11 6146 40 041 6 24 0 00	6146 Teacher Retirement/TRS Care	\$788.00
199 11 6146 40 101 6 24 0 00	6146 Teacher Retirement/TRS Care	\$615.00
199 11 6146 40 102 6 24 0 00	6146 Teacher Retirement/TRS Care	\$1,171.00

199 11 6146 40 999 6 24 0 00	6146 Teacher Retirement/TRS Care	\$5,151.00
199 11 6146 41 999 6 24 0 00	6146 Teacher Retirement/TRS Care	\$46.00
6100 Subtotal:		\$470,415.00
6200 Professional and Contracted Services		
199 11 6269 40 999 6 24 0 00	6269 Rentals - Operating Leases	\$1,200.00
199 11 6299 00 001 6 24 0 00	6299 Miscellaneous Contracted Services	\$15,000.00
6200 Subtotal:		\$16,200.00
6300 Supplies and Services		
199 11 6339 42 999 6 24 0 00	6339 Testing Materials	\$1,000.00
199 11 6399 00 001 6 24 0 00	6399 General Supplies	\$1,500.00
199 11 6399 00 041 6 24 0 00	6399 General Supplies	\$1,500.00
199 11 6399 00 101 6 24 0 00	6399 General Supplies	\$1,000.00
199 11 6399 00 102 6 24 0 00	6399 General Supplies	\$1,500.00
199 11 6399 00 999 6 24 0 00	6399 General Supplies	\$550.00
199 11 6399 41 999 6 24 0 00	6399 General Supplies	\$500.00
199 11 6399 42 999 6 24 0 00	6399 General Supplies	\$1,000.00
199 11 6399 44 001 6 24 0 00	6399 General Supplies	\$500.00
199 11 6399 42 999 6 24 0 0E	6399 General Supplies	\$1,400.00
6300 Subtotal:		\$10,450.00
6400 Other Operating Costs		
199 11 6411 00 001 6 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 00 041 6 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 41 999 6 24 0 00	6411 Employee Travel	\$500.00
199 11 6411 42 999 6 24 0 00	6411 Employee Travel	\$800.00
199 11 6411 44 999 6 24 0 HI	6411 Employee Travel	\$2,000.00

199 11 6499 41 999 6 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
199 11 6499 00 999 6 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
6400 Subtotal:		\$4,100.00

2015-2016 District Improvement Committee

Committee Role	Name	Position
Administrator	Dee Carter	Superintendent
Administrator	Alissa Elley	Information and Technology Services Director
Administrator	Lacey Gosch	Chief Instructional Officer
Administrator	Gary Haass	Principal - High School
Administrator	Luke Morales	Principal - Junior High
Administrator	Kathy Peel	Human Resources Manager
Administrator	Nina Pugh	Special Education Director
Administrator	Kim Schlichting	Principal - Elementary
Administrator	JoAnn Speed	Business Manager
Administrator	Bobbi Supak	Principal - Intermediate
Classroom Teacher	Jennifer Benner	Sixth Grade Teacher
Classroom Teacher	Sharon Birdsong	4th Grade Teacher
Classroom Teacher	Darren Brietzke	Eighth Grade Teacher
Classroom Teacher	Brooke Hamilton	Third Grade Teacher
Classroom Teacher	Amanda Hernandez	Seventh Grade Teacher
Classroom Teacher	Elvis Irwin	Theater Arts Teacher
Classroom Teacher	Susan Kohl	Kindergarten Teacher
Classroom Teacher	Susan Korn	High School Teacher
Classroom Teacher	Mollie Ryan	Art Teacher
Classroom Teacher	Kathy Seals	High School Teacher
Classroom Teacher	Tanya Speir	Second Grade Teacher
Community Representative	Brenda Gonzalez	Parent
Community Representative	Claudia Loera	Parent
Community Representative	Tracy Rojas	Parent
District-level Professional	Julie Farris	Gifted and Talented

District-level Professional	Brynn Frei	LSSP
District-level Professional	Charles Sanford	Instructional Technologist
Non-classroom Professional	John Gary	Academic Dean

District Funding Summary

Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	5		255 13 6411 00 999 6 99 0 00	\$17,000.00
2	8	1		255 13 6219 00 999 6 99 000	\$7,500.00
2	8	2		255 13 6499 00 999 6 99 0 00	\$232.00
Sub-Total					\$24,732.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	8		211 11 6119 00 101 6 24 0 00	\$43,500.00
3	3	9		211 6399 00 102 6 24 0 00	\$500.00
Sub-Total					\$44,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$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	2	1			\$0.00
1	2	2			\$0.00
1	2	3	Bond Project		\$0.00
1	3	1			\$0.00
1	3	2			\$0.00

1	3	3			\$0.00
1	3	4	Bond project		\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
1	5	10			\$0.00
1	5	11			\$0.00
1	5	12			\$0.00
1	5	13			\$0.00
1	5	14			\$0.00
1	6	1	Community centers involvement; instructional services staff		\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00

1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$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	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	4			\$0.00
2	5	5			\$0.00
2	5	6			\$0.00

2	5	7			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
2	6	4			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	7	4			\$0.00
2	7	5			\$0.00
2	7	6			\$0.00
2	7	7			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	9	3			\$0.00
2	9	4			\$0.00
2	9	5			\$0.00
2	9	6			\$0.00
2	9	7			\$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
3	1	6			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00

3	2	4			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
3	7	1			\$0.00
3	7	2			\$0.00
3	8	1			\$0.00
3	8	2			\$0.00
3	8	3			\$0.00
3	9	1			\$0.00
3	9	2			\$0.00
3	9	3			\$0.00
3	10	1			\$0.00
3	10	2			\$0.00
3	10	3			\$0.00
3	11	1			\$0.00
3	11	2			\$0.00

3	11	3			\$0.00
3	11	4			\$0.00
3	11	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$68,732.00