

# Navarro Independent School District

## Navarro Intermediate School

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Academic Achievement in Mathematics  
Top 25% Student Progress  
Postsecondary Readiness



Navarro ISD  
Where Excellence is the Standard...

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

# Mission Statement

*Target: Success*

## Vision

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

\*We value relationships.

\*We engage learners.

\*We foster resilience and confidence.

\*We encourage forward thinking.

## Navarro ISD Board Goals 2016

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

Indicators of Success:

- Adequate space for a growing population
- Expanded technology infrastructure
- Safe learning environment with enhanced security measures

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

Indicators of Success:

- Competitive compensation
- Foster team attitude for continuous improvement with collaboration at grade, campus, and district levels
- Regular integration of technology in instruction

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

Indicators of Success:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Navarro Intermediate Student Demographics

<b>Total Students</b>	<b>413</b>
<b>African American</b>	1.2%
<b>Hispanic</b>	40.2%
<b>White</b>	57.1%
<b>American Indian</b>	0.2%
<b>Asian</b>	0.2%
<b>Two or More Races</b>	1.0%
<b>Economically Disadvantaged</b>	37.3%
<b>English Language Learners</b>	2.4%
<b>Attendance Rate</b>	96.9%

#### Navarro Intermediate Program Enrollment

	<b>State</b>	<b>District</b>	<b>Campus</b>
<b>Bilingual/ESL</b>	<b>18.5%</b>	<b>3.4%</b>	<b>2.4%</b>
<b>Gifted and Talented</b>	<b>7.7%</b>	<b>7.7%</b>	<b>9.9%</b>
<b>Special Education</b>	<b>8.6%</b>	<b>6.6%</b>	<b>5.1%</b>

#### Navarro ISD Staff Experience

	<b>% - NISD</b>	<b>% - State</b>	<b>% - Campus</b>
<b>Beginning Teachers</b>	2.8%	8.1%	7.9%
<b>1-5 Years</b>	17.5%	27.3%	11.8%
<b>6-10 Years</b>	17.5%	21.7%	42.5%
<b>11-20 Years</b>	38.3%	27.3%	49.3%
<b>Over 20 Years</b>	24.0%	15.7%	18.5%

### **Demographics Strengths**

1. Supportive and Involved Community and Parent Groups at the Campus
2. 100% Highly Qualified Staff
3. Diversified Staff Experience Ratio

### **Demographics Needs**

1. Increased academic interventions for Special Education in Reading, Writing, and Mathematics
2. New and enhanced facilities to accommodate population growth

# Student Achievement

## Student Achievement Summary

Navarro Intermediate received a Met Standard Rating for the 2016-2016 School Year

Navarro Intermedite received **four distinction desgnations:**

Academic Achievement in English Lanugage Arts and Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Postsecondary Readines

## State Testing (STAAR) Performance and Goals

<b>4<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	78%	84%	75%	88% (+4)
Hispanic	63%	75%	69%	80% (+5)
White	88%	91%	84%	93% (+2)
Eco. Dis.	58%	73%	66%	80% (+8)
<b>5<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	88%	91%	81%	93% (+2)
Hispanic	83%	85%	76%	87% (+2)
White	92%	95%	89%	95% (0)
Eco. Dis.	73%	81%	73%	85% (+4)
<b>6<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	92%	82%	69%	90% (+8)
Hispanic	88%	76%	61%	85% (+9)

White	93%	90%	81%	94% (+4)
Eco. Dis.	79%	65%	58%	80% (+15)
<b>4<sup>th</sup> Writing</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	74%	85%	69%	86% (+2)
Hispanic	58%	79%	63%	82% (+3)
White	84%	89%	77%	90% (+1)
Eco. Dis.	55%	76%	59%	80% (+4)
<b>4<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	89%	90%	73%	92% (+2)
Hispanic	87%	83%	69%	90% (+7)
White	90%	94%	82%	95% (+1)
Eco. Dis.	79%	83%	64%	88% (+5)
<b>5<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	92%	96%	86%	96% (0)
Hispanic	88%	92%	83%	94% (+2)
White	95%	99%	91%	99% (0)
Eco. Dis.	83%	88%	80%	90% (+2)
<b>6<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	97%	95%	72%	96% (+1)
Hispanic	98%	90%	76%	93% (+3)
White	97%	99%	82%	99% (0)
Eco. Dis.	93%	91%	62%	93% (+2)
<b>5<sup>th</sup> Science</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	86%	86%	74%	90% (+4)
Hispanic	75%	78%	68%	83% (+5)
White	95%	93%	84%	95% (+2)
Eco. Dis.	71%	64%	64%	80% (+16)



State Testing (STAAR) Level III: Advanced Performance and Goals

<b>4<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	24%	25%	20%	30% (+5)
Hispanic	19%	28%	15%	30% (+2)
White	27%	24%	29%	30% (+6)
Eco. Dis.	8%	18%	12%	20% (+2)
<b>5<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	40%	36%	25%	40% (+4)
Hispanic	28%	23%	18%	30% (+7)
White	49%	46%	37%	50% (+4)
Eco. Dis.	17%	15%	15%	20% (+5)
<b>6<sup>th</sup> Reading</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	25%	34%	19%	37% (+3)
Hispanic	21%	23%	12%	30% (+7)
White	31%	44%	31%	47% (+3)
Eco. Dis.	5%	7%	10%	20% (+13)
<b>4<sup>th</sup> Writing</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	5%	28%	15%	30% (+2)
Hispanic	4%	24%	11%	25% (+1)
White	6%	31%	22%	31% (0)
Eco. Dis.	4%	16%	9%	18% (+2)
<b>4<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	28%	38%	22%	40% (+2)
Hispanic	15%	26%	16%	30% (+4)
White	37%	47%	31%	47% (0)
Eco. Dis.	6%	29%	14%	31% (+2)

<b>5<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	36%	40%	20%	40% (0)
Hispanic	21%	28%	15%	30% (+2)
White	48%	47%	29%	50% (+3)
Eco. Dis.	12%	23%	12%	25% (+2)
<b>6<sup>th</sup> Math</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	27%	41%	16%	43% (+2)
Hispanic	21%	25%	11%	28% (+2)
White	29%	56%	25%	56% (0)
Eco. Dis.	7%	7%	9%	15% (+8)
<b>5<sup>th</sup> Science</b>	<b>NIS Scores 2015</b>	<b>NIS Scores 2016</b>	<b>State Scores 2016</b>	<b>NIS 2017 Goals</b>
All	13%	13%	11%	20% (+7)
Hispanic	9%	9%	7%	15% (+6)
White	17%	15%	17%	25% (+10)
Eco. Dis.	2%	0%	6%	8% (+8)

### **Student Achievement Strengths**

Our strengths in the area of student achievement are:

- 1) Writing scores increased at the Level II and Level III standards.
- 2) Above state averages in almost every area.
- 3) Strong Level III performance in all areas with particularly high numbers in mathematics.
- 4) Excellent mathematics scores with 5th grade Math meeting all of the 2017 goals set in place.

### **Student Achievement Needs**

Our student achievement needs are in the areas of:

- 1) Increase performance in 6th grade Reading.
- 2) Narrow the gap between the all students category and economically disadvantaged.
- 3) Increased performance in Reading and Math test scores for the Special Education Population

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

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

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

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

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

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

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

### Curriculum, Instruction, and Assessment Strengths

- Curriculum, Instruction and Assessment strengths include:
  - Professional Learning Communities
  - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
  - Support specialists for Dyslexia, Title I Math, Title I Reading, Gifted and Talented, Instructional Technology, English and a Second Language and Behavior.
  - Highly qualified staff at all campuses
  - Academic Planning Team
  - TEKS Resource System - Alignment of TEKS to curriculum
  - INcreased access in all classrooms to iPad and Chromebooks to support classroom instruction at the Intermediate level
  - MAP Assessment data for Grades K-3, 8 and 9th Grade in ELA, Math and Science

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

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

### Curriculum, Instruction and Assessment Needs

- More indepth integration of the RTI structure within the curriculum planning process
- Expansion of MAP assessments and progress monitoring tools across all grade levels.
- Consistent Implementation of the ELPS in all classrooms
- 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, and the higher achieving and gifted students are not reaching full potential in Advanced score on standardized tests. The RtI structure is in the implementation phase and needs to progress over the next year to be more inclusive of all student groups.

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

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

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

## **Family and Community Involvement**

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

Navarro Intermediate received an exemplary rating in the HB 5 Community and Student Engagement ratings. Some of the offerings at the Intermediate include Meet the Teacher, monthly newsletters, parent list serve e-mails, music and art showcases , K-12 alerts,Remind Text notifications, Mid-Texas Symphony, and an annual food drive.

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

Our rating from the district HB 5 Committee went from Recognized in 2015 to Exemplary in 2016. This year student recognitions each six weeks have been aligned to the 7 Habits of Highly Effective Kids curriculum. WATCH D.O.G.S was implemented this school year to involve more dads in the school environment.

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

We will continue to strive meet family and community needs and look to offer more events at school to make the school environment a more welcoming atmosphere.

# Technology

## Technology Summary

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

## Technology Strengths

- Network Access
- Multiple computers per classroom.
- 2 computer labs
- Mounted projectors in most classrooms
- Mounted smartboards
- Document cameras
- iPads
- iPods lab
- Individual printers
- 2 color printers
- 2 scanner/copiers
- Mounted cameras for security

## Technology Needs

- Additional security cameras
- Mounted monitor for security system
- Additional iPads
- Additional desktop computers in each classroom
- Update Document Cameras





# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- 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
- 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data

# Goals

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






**Performance Objective 1:** NIS will promote a safe school environment, consistent counseling program, student wellness, and provide character development opportunities.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Campus will participate in Red Ribbon Week activities.		Counselor	Parent surveys				
2) Teachers will follow a consistent standard for office referrals and expectations for student behaviors.		Principal	Discipline referrals ; Parent/ Teacher surveys				
Funding Sources: Local Funds - \$0.00							
3) Provide positive behavioral supports (awards) for students.		Principal; Teachers	PEIMS 425 record				
Funding Sources: Local Funds - \$0.00							
4) Maintain the number of staff trained in CPI.		Director of Special Education	Number of certified staff				
Funding Sources: SPED Funds - \$0.00							
5) Campus will utilize two way communication (radios) in daily safety practices as well as any crisis situation.		Principal	Safety drills				
Funding Sources: Local Funds - \$0.00							
6) Annual fitness-gram results will be sent home with final report card.		Principal	Report card mailing				
Funding Sources: Local Funds - \$0.00							
7) Counselor will provide conflict resolution and social skills training to students who exhibit a need.		Counselor	PEIMS 425 record				
Funding Sources: Local Funds - \$0.00							
8) Counselor will provide crisis intervention for individual students.		Counselor	Parent surveys				
Funding Sources: Local Funds - \$0.00							
9) Counselor and nurse will collaborate with community resources to provide services to students and families in need.	6	Counselor; Nurse	Parent surveys				
Funding Sources: Local Funds - \$0.00							

10) Counselor will coordinate any mentoring programs available to Navarro Intermediate students (Parent Volunteers, NHS Seniors, PALS, etc.).	6	Counselor	Grades; Discipline referrals; Surveys				
Funding Sources: Local Funds - \$0.00							
11) A gender based lesson on maturation will be taught in 4th, 5th, and 6th grade PE classes.		Counselor, PE Teacher, Nurse	Student evaluation				
Funding Sources: Local Funds - \$0.00							
12) Support implementation of physical education curriculum and PE staff. (lifetime fitness, etc.) CATCH program with a special CATCH week.		Principal; Nurse; PE Teacher	Fitness Gram scores				
Funding Sources: Local Funds - \$0.00							
13) The campus will maintain and update an electronic health database.		Nurse	Data audit- 100% of all shot records and medical information be entered into the system by due date.				
14) Bullying and Sexual Harassment issues will be covered through Counselor curriculum.		Counselor; Teachers	Teacher surveys; Discipline referrals				
Funding Sources: Local Funds - \$0.00							
15) Campus will support after school activities to include Destination Imagination teams, Robotics Club, Chess Club, UIL, Choir, and Running Club.		Principal; Parents; Coaches	Surveys Student Participation				
16) Seven Habits theme will be displayed in front office, hallway, and be a focus area for the campus during the first two weeks of school.	6	Principal; Counselor; Teachers	Lesson Plans; Parent Surveys				
Funding Sources: Local Funds - \$0.00							
17) Target: Success classes will be implemented each Friday that encompass the 7 Habits of Highly Effective Kids and data reflection.		Discipline Committee; Principal; Teachers	Google Classroom Lessons; Leadership Binders; Staff and Parent Surveys				
18) D.A.R.T (Doin' All the Right Things) students will be selected by grade level and displayed in the front hallway.	6	Principal; Counselor; Teachers	Selection of D.A.R.T students				
19) Campus will support the Let's Go Running Club that continues to meet once a week until 4:30 PM. The club will promote healthy eating and exercise for a healthy lifestyle.		Teachers volunteers and parent volunteers	SHAC documentation Active student participation				
20) Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to; lock-downs, tornado/weather, and fire.		Principal	Log of campus drills				
21) Utilize identification security measures and maintain security cameras.		Principal; Secretary	Use of RAPTOR; Visitor Logs; Security Camera operations.				
22) Fifth grade students will participate in the DARE program through a partnership with the Seguin Police Department.		Principal; 5th grade teachers; Seguin PD	Attendance logs; DARE Graduation; surveys				
23) Sixth grade students will have the opportunity to participate in Tennis, Art, and German Club during Panther Time.		Counselor; Teachers	Panther Time Rosters				

24) Student leadership opportunities on campus will be developed and encouraged (SNAC, Panther News, Student Council).		Principal; Teachers; Group Leaders	Creation of groups; sign-in sheets; Staff and Parent Surveys				
 = 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:** NIS will maintain a variety of open communications between the staff, parents, students and community members.

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Mar	June	Sept	Nov
1) Parents and community members will be included in campus improvement/planning committees.	6	Principal	Parent attendance at site-based meetings.				
				Funding Sources: Local Funds - \$0.00			
2) Parents and community members will be informed of school activities and performance on campus web site.	6	Campus Webmaster	Parent Surveys				
				Funding Sources: Local Funds - \$0.00			
3) Parents will be informed of school activities in a monthly campus newsletter, website, Facebook, Remind, and through K-12 alerts.	6	Principal; Counselor; Secretary	Parent Surveys				
				Funding Sources: Local Funds - \$0.00			
4) Provide written information to parents in their native language whenever possible, bilingual assistance at trainings/meetings.	6	Principal	Parent Surveys				
				Funding Sources: Local Funds - \$0.00			
5) Continue to collaborate with PTO for Navarro Intermediate School.	6	Principal; Grade Level PTO Representatives	Parent Surveys				
				Funding Sources: Local Funds - \$0.00			
6) Teachers will maintain communication with parents through classroom websites, email, REMIND text alerts, and telephone calls. A newly created Google Form will be implemented campus wide to document parent communication.	6	Teachers	Parent Surveys; Google Form				
				Funding Sources: Local Funds - \$0.00			
7) Provide parent involvement activities, such as teacher parent community educational nights on campus (Meet the Teacher, Book Fair Night, Family Code Night, and Choir Performance).	6	Principal; Counselor	Sign In Sheets				
				Funding Sources: Local Funds - \$0.00, Title I Funds - \$0.00			
8) Teachers will post lesson plans on websites and grades for Tx Connect access on a weekly basis.	6	Principal; Teachers	Parent Surveys; PDAS				
				Funding Sources: Local Funds - \$0.00			
9) The campus will maintain and update a campus website.	6	Campus Webmaster	Statistical reports; Parent Surveys				

10) All professional personnel will maintain a webpage for parent communication.	6	Principal	Lesson plans; Observations				
11) Increase participation in TxConnect (online grade book) sign up at Meet the Teacher Night, through campus newsletters, and at Student Support Committee Meetings.	6	PEIMS Clerk; Principal	Parent Survey; Parent Portal Report				
Funding Sources: Local Funds - \$0.00							
12) The campus will comply with CIPA (Children's Internet Protection Act). All students will receive internet safety instructions through the Library and Computer Classes. The campus newsletter will address Internet Safety for parents.	6	Technology Teacher; Principal Instructional Technologist	Parent Survey; Campus Newsletter				
Funding Sources: Local Funds - \$0.00							
13) Students will receive basic internet safety training within the first three weeks of school.	6	Librarian; ELA Teachers Instructional Technologist	Community survey				
Funding Sources: Local Funds - \$0.00							
14) Parents, students, teachers, and community members will have access to library information beyond the normal school day. The librarian will maintain a website allowing access to databases, online encyclopedias, AR home connection, and Destiny Library Catalog from home PC.	6	Principal, Librarian					
Funding Sources: Local Funds - \$0.00							
15) Campus will maintain a Facebook page for NIS.	6	Principal; Counselor	FB page				
16) DrumFit will be used in 5th grade PE.		PE Teacher	Classroom walkthroughs; spring presentation by students.				
17) WATCH D.O.G.S program will be implemented and maintained throughout the year.		WATCH D.O.G.S coordinators	WATCH D.O.G.S sign in sheet; Parent Survey				
 = 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:** The campus will continue the process of master planning of facilities to prepare for district and community growth.

**Evaluation Data Source(s) 3:** Growth and Planning Meetings, building projects, and plan development for the new Intermediate school.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Work closely with campus teachers, a building committee, architecture personnel, the superintendent, and engineers in the design of the new campus building associated with the bond project.		Superintendent; Principal; Campus Teachers	Completed campus design for the new campus building				
							

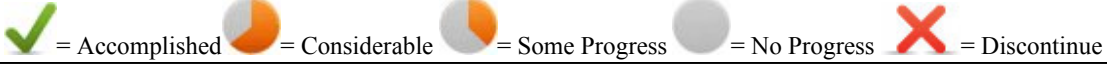
**Goal 2: Navarro ISD will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.**

**Performance Objective 1:** NIS will hire highly qualified teachers and maintain its teacher retention rate by providing relevant professional development and mentoring new teachers.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Mar	June	Sept	Nov
1) All professional personnel will meet standards for technology competencies of 8th grade TEKS.		Principal Instructional Technologist	T-TESS; Texas Teacher Star Chart				
Funding Sources: Local Funds - \$0.00							
2) Provide staff development opportunities in technology integration strategies.	4	Principal, Instructional Technologist, Campus Librarian	At least 90% approval on parent surveys, Data Audit- 100% of staff will have monthly updated pages on or by the 25th of the month				
Funding Sources: Local Funds - \$0.00							
3) Send at least 1 teacher and computer teacher to TCEA state conference.		Principal	Each teacher attending will give a presentation to their campus by April 2017				
4) All teachers and paraprofessionals will meet state and federal guidelines for certification.		Principal	HQ Teacher Report				
Funding Sources: Title II Funds - \$0.00, Local Funds - \$0.00							
5) New staff will receive orientation training.	4	Chief Instructional Officer	Teacher Retention Rate				
Funding Sources: Local Funds - \$0.00, Title II Funds - \$0.00							
6) New teachers will be provided mentoring and additional assistance.	4	Principal; Mentor Teacher	Teacher Retention Rate				
Funding Sources: Local Funds - \$0.00							
7) Campus will support and encourage teacher participation in district wide book studies and incorporate campus book studies.	4	Principal, ISD administration	Teacher participation				
Funding Sources: Local Funds - \$0.00, Title II Funds - \$0.00							
8) Campus will support meetings of PLC groups across the campus and district.	4	Principal; Chief Instructional Officer	PLC Notes				

9) Campus will continue Functional Friday meetings monthly with grade level teachers and team leader meetings bi-monthly with grade level leaders.	4	Principal	Agendas and Notes from Functional Friday and Team Leader Meetings				
10) Attendance incentives will be offered for teachers.		Principal	Attendance monitoring through AESOP				
11) Campus will provide opportunities for teachers to obtain certifications in high need areas.		Principal	Certification completion by teachers.				
12) Campus will hire a full time librarian.		Principal; Information Services Director	Hiring of librarian.				
							

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






**Performance Objective 1:** NIS will make significant progress toward increased student achievement in all four indices and prepare for met standard with designation distinctions in 2017.

**Evaluation Data Source(s) 1:** 2017 State Accountability Summary

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Mar	June	Sept	Nov
1) Teachers will use benchmarks to include common assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions.	8	Classroom Teachers	Failure rate; STAAR scores				
Funding Sources: Local Funds - \$0.00							
2) All students who have not passed practice tests or assessments will receive intensive remediation.	9	Principal; Grade Level Teachers; Title I Support	STAAR scores				
Funding Sources: Title I Funds - \$0.00, SCE Funds - \$0.00, Local Funds - \$0.00							
3) Student Support Committee meetings will be held with the parents of any student failing one or more classes.	9	Counselor; Grade Level Teachers	Failure; retention rate				
Funding Sources: Local Funds - \$0.00							
4) Ensure that eligible students receive appropriate interventions through RTI process.	8	Principal; Counselor; Student Support Committee	Student Support Committee; STAAR; Grades				
Funding Sources: Local Funds - \$0.00							
5) Staff will provide supplemental reading instruction and remediation through Read 180.	8	Principal; Reading Intervention Specialist	STAAR scores; Grades				
Funding Sources: Title I Funds - \$0.00, Local Funds - \$0.00							
6) Inclusion support staff will provide teacher assistance as well as in-class and pull-out support for at risk and learning disabled students.	9	Inclusion Support Staff	STAAR scores; Grades; Teacher surveys				
Funding Sources: Title I Funds - \$0.00, SPED Funds - \$0.00, SCE Funds - \$0.00							
7) Support Programs (i.e., Title 1; tutorials, special ed., ESL, counseling) will provide individualized assistance to at risk students.	8	Principal; Counselor; Staff	STAAR scores; Grades; Teacher surveys				
Funding Sources: Local Funds - \$0.00, Title I Funds - \$0.00, SCE Funds - \$0.00, SPED Funds - \$0.00							

8) Provide before, during, and after school Academic Lab for at risk students.	9	Lab Staff	Failure rate; STAAR scores				
	Funding Sources: Title I Funds - \$0.00, SCE Funds - \$0.00, SPED Funds - \$0.00						
9) Elective teachers will include state testing strategies in lessons.	1	Principal; Elective Teachers	STAAR scores				
	Funding Sources: Local Funds - \$0.00						
10) Identify migrant students and provide information to ESC 13 so they can receive appropriate services.		Registrar; Chief Instructional Officer	Grades; Test scores; Attendance rate				
	Funding Sources: Local Funds - \$0.00						
11) Purchase supplemental materials to assist with individualized classroom instruction in reading/writing/ math/science.	8	Chief Instructional Officer Director of Information Services	STAAR scores; Teacher surveys				
	Funding Sources: Title I Funds - \$0.00, Local Funds - \$0.00, SCE Funds - \$0.00, SPED Funds - \$0.00						
12) Support for TEKS Resource System curriculum will be provided (more assessment at application level).	8	ESC 13; Chief Instructional Officer; Principal	STAAR scores				
	Funding Sources: Local Funds - \$0.00						
13) Navarro Intermediate is in a shared services arrangement with Region XIII for professional development, instructional resources, and teacher support for ESL students.		Chief Instructional Officer; ESL Teachers	TELPAS scores; STAAR scores				
	Funding Sources: Local Funds - \$0.00						
14) Differentiation strategies will be incorporated throughout the curriculum.		Principal; Teachers	STAAR scores; Teacher surveys				
	Funding Sources: Local Funds - \$0.00						
15) 6th Grade students will participate in Junior Achievement Park Activities.		Counselor; 6th Grade Teachers	Lesson Plans				
	Funding Sources: Local Funds - \$0.00						
16) Campus will utilize Instructional Technologist to increase integration of technology into classrooms.		Principal; Instructional Technologist	Survey Results; Teacher lesson plans				
	Funding Sources: Local Funds - \$0.00						
17) Utilize current software to enhance student achievement on state test and in the classroom (i.e. Accelerated Reader, Think ThroughMath, iSation, StemScopes, and iXL Math).	1	Librarian, Title I, Teachers, Computer Teacher	State test scores will reflect intervention.				
	Funding Sources: Title I Funds - \$0.00, Local Funds - \$0.00						
18) Students will have access to electronic databases.		Librarian, Title I, Teachers, Computer Teacher	90% of the students will do a project using databases.				
	Funding Sources: Local Funds - \$0.00						

19) Teachers will integrate Technology TEKS into core classes.		Principal	Students will exceed expectations on a state and locally developed Benchmark Test.				
Funding Sources: Local Funds - \$0.00							
20) Teachers will receive professional development based on identified needs.	3	Principal	PDAS; Texas Teacher Star Chart				
Funding Sources: Title II Funds - \$0.00, Local Funds - \$0.00, SPED Funds - \$0.00							
21) Professional development activities will include: TEKS Resource System subject/grade level training; curricular objectives; technology / technology integration; emergency procedures; RTI; instructional strategies for special populations.	4	Principal; Chief Instructional Officer	At least 95 % approval on teacher surveys				
Funding Sources: Title II Funds - \$0.00, Local Funds - \$0.00, SPED Funds - \$0.00							
22) Functional Friday will occur every other Friday for the principal and teachers to meet during planning periods to review curriculum planning, assessments, and remediation efforts.	4	Principal; Teachers	At least 95 % approval on teacher surveys				
Funding Sources: Local Funds - \$0.00							
23) Campus will support the implementation of NJWP (Abydos) through all 4th grade ELA classes across all demographic and educational need groups and subgroups.	1	Principal; 4th ELA teachers; SpEd teacher	Grade Reports; STAAR Results				
Funding Sources: Local Funds - \$0.00							
24) Campus will support the Problem-Solving teacher for 4th grade and elective class to incorporate real world activities and problems into the student's routine.	1	Principal; Problem Solving Teacher	Grade Reports				
Funding Sources: Local Funds - \$0.00							
25) Campus will support the Art teacher in order to incorporate Fine Arts offerings for students.		Art Teacher; Principal	Grade Reports				
Funding Sources: Local Funds - \$0.00							
26) The campus will support 6th grade Honors Math curriculum and classes.		Principal; 6th Grade Honors Math Teachers	Grade Reports; STAAR Scores Level III performance				
Funding Sources: Local Funds - \$0.00							
27) The campus will support Technology Applications class for 5th grade students and a newly added Technology Applications Teacher.		Principal; Instructional Technologist; Technology Teacher	Grade Reports; Computer Literacy Skills				
28) Fourth grade students will participate in a targeted writing academy.		Principal; 4th grade teachers	Attendance logs; STAAR Results				
29) All students will be scheduled into Panther Time (45 minutes daily) through the RTI process.		Principal; Counselor; Teachers	Panther Time Rosters; STAAR Results				
 = 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:** NIS will attain an attendance rate of 97.0%. NIS will support intervention processes and differentiated instruction for special needs students.

**Evaluation Data Source(s) 2:** Attendance Rate; Parent Survey; 2016 Data

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Warning letters for excessive absences will be sent to parents prior to a loss of credit or truancy charges being filed.		Principal/ PEIMS Clerk	Attendance reports				
	Funding Sources: Local Funds - \$0.00						
2) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee.		Principal; Attendance Committee	Improved communication regarding the importance of attendance				
	Funding Sources: Local Funds - \$0.00						
3) Incentives will be given to students with good attendance at each 6 weeks.		Principal	Attendance reports				
	Funding Sources: Local Funds - \$0.00						
4) Legal recourse will be used where attendance laws are violated.		Principal	Attendance reports				
	Funding Sources: Local Funds - \$0.00						
5) The campus will maintain and update the electronic student information management system.		Registrar	Data audit-100% of all contact information be entered into the system by due date, PEIMS submission				
6) Daily announcements for staff will have student absences listed.	1	Principal; Campus Secretary; Campus Registrar	Daily Announcements				
7) The campus will support the Functional Academic and academic support classes for students who qualify.		Principal, Sp Ed teachers	STAAR scores; STAAR ALT scores; Surveys; Student Success				
	Funding Sources: SPED Funds - \$0.00						
8) The campus will support adaptive behavior unit for behaviorally challenged students.	9	Principal; Special Education Staff	Discipline reports, Grades, Test scores				
	Funding Sources: SPED Funds - \$0.00						

9) Fourth grade students will attend HEB camp in Leakey, TX to promote student growth, team building, and educational opportunities.	1, 2, 5	Principal; 4th grade teachers; parent volunteers	Camp presentation; Attendance at camp				
10) Student sign out sheets will be completed on an individual basis.		Registrar; Secretary	Individual student sign out sheets				
11) The campus will support the Special Olympics program.		Special Olympics Coaches	Campus participation in Special Olympics.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



# State Compensatory

## Budget for Navarro Intermediate School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6119.40.102.7.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,011.00
199.11.6122.40.102.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.102.7.24.0.00	6129 Salaries or Wages for Support Personnel	\$8,234.00
199.11.6141.40.102.7.24.0.00	6141 Social Security/Medicare	\$859.00
199.11.6142.40.102.7.24.0.00	6142 Group Health and Life Insurance	\$3,104.00
199.11.6144.40.102.7.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,797.00
199.11.6146.40.102.7.24.0.00	6146 Teacher Retirement/TRS Care	\$1,565.00
<b>6100 Subtotal:</b>		<b>\$76,070.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.102.7.24.0.00	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$2,000.00</b>

# Title I

## Schoolwide Program Plan

Grade level teachers meet once a month during Functional Friday to discuss data and make necessary adjustments to instruction and intervention services. Team leader meetings are also held bi-monthly to determine needs and target areas for the campus.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

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

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

and other staff to enable all children in the school to meet the State's student academic standards. (In accordance with § 1119(a)(4) of Title I);

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

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bernadine Martinez	Teacher	Reading Support/Read 180	1.0

## 2016-2017 Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bobbi Supak	Principal
Business Representative	Tammy Harborth	Business Owner/Parent
Classroom Teacher	Laurie Berry	Technology Teacher
Classroom Teacher	Nicki Helms	6th Grade Teacher
Classroom Teacher	Megan Lopez	5th Grade Teacher
Classroom Teacher	Michelle Schwarzlose	4th Grade Teacher
Classroom Teacher	Denise Tovar	Parent
Community Representative	Linda Dreibrodt	Community Member
Non-classroom Professional	Tami Monroe	Counselor

3	1	2			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
<b>Sub-Total</b>					\$0.00
<b>SPED Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	11			\$0.00
3	1	20			\$0.00
3	1	21			\$0.00
3	2	7			\$0.00
3	2	8			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00