

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

**Accountability Rating: Met Standard**



Navarro ISD  
Where Excellence is the Standard...

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

# Vision

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

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

## Board Goals

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

Indicators of Success:

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

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

Indicators of Success:

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

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

Indicators of Success:

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Needs

Our at-risk population had increased access to additional programs last year in our alternative classroom. We need to improve communication between all parties involved with at-risk students. Our special education population has grown and we need to consider alternative structures for meeting the needs of these students in the regular classroom.

## Student Achievement

### Student Achievement Summary

#### Met Standard EOC Scores

English I EOC	STAAR 2016 Performance	STAAR 2015 Performance
All Students	74% (-12)	86%
Hispanic	71% (-10)	81%
White	77% (-13)	90%
Economically Disadvantaged	59% (-15)	74%
Special Education	32% (-27)	59%

English II EOC	STAAR 2016 Performance	STAAR 2015 Performance
All Students	80% (-)	80%
Hispanic	71% (-3)	74%
White	89% (+4)	85%
Economically Disadvantaged	61% (-2)	63%
Special Education	*	62%

<b>Algebra I EOC</b>	<b>STAAR 2016 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	72% (-17)	89%
Hispanic	74% (-12)	86%
White	68% (-23)	91%
Economically Disadvantaged	65% (-15)	80%
Special Education	50% (-23)	73%

<b>Biology EOC</b>	<b>STAAR 2016 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	93%(-5)	98%
Hispanic	90% (-6)	96%
White	97% (-3)	100%
Economically Disadvantaged	87%(-10)	97%
Special Education	75% (-25)	100%

<b>US History EOC</b>	<b>STAAR 2016 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	93% (+1)	92%
Hispanic	86% (+1)	85%
White	98%(+2)	96%
Economically Disadvantaged	83% (+4)	79%
Special Education	67% (-)	*

### EOC Scores Level III Advanced Standard

All Subjects - Level III	STAAR 2016 Performance	STAAR 2015 Performance
All Students	13% (-3)	16%
Hispanic	7% (-3)	10%
White	18% (-2)	20%
Economically Disadvantaged	4% (-5)	9%

Reading EOC - Level III	STAAR 2016 Performance	STAAR 2015 Performance
All Students	8% (+1)	7%
Hispanic	4% (-1)	5%
White	11% (+2)	9%
Economically Disadvantaged	*	*

Algebra I EOC - Level III	STAAR 2016 Performance	STAAR 2015 Performance
All Students	8% (-6)	14%
Hispanic	*	10%
White	10% (-7)	17%
Economically Disadvantaged	*	11%



<b>Science EOC - Level III</b>	<b>STAAR 2016 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	19% (-3)	22%
Hispanic	12% (+1)	11%
White	25% (-5)	30%
Economically Disadvantaged	*	*

<b>Social Studies - Level III</b>	<b>STAAR 2016 Performance</b>	<b>STAAR 2015 Performance</b>
All Students	24% (-10)	34%
Hispanic	11% (-15)	26%
White	32% (-10)	42%
Economically Disadvantaged	*	18%

### **Student Achievement Strengths**

Student Achievement Strengths include:

1. While we did see small decreases on the Biology EOC Exam all subgroups are performing well.
2. Increased performance in all groups on the US History EOC Exam.

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

### **Student Achievement Needs**

While all student groups should be working toward improvement, specific needs are identified in two general subject areas. Both English I and Algebra saw very large decreases in performance from the prior year. Our special education subgroup is a population that needs attention, specifically in reading, but in most areas generally. Level three performance by all groups in all areas is still an area that needs to improve.

## **School Culture and Climate**

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

Consistent application of school rules and procedures is an area for improvement. This area includes staff application of student expectations, as well as, consistent performance by staff and administration. Discussion suggested that inconsistency and division among staff and confusion among students was a source of concern. With a large turnover among professional teaching staff this consistency is a theme of focus this year for staff.

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

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

With a large number of new teaching staff (10) this year, we need to integrate them successfully into the campus. Some of these positions are in charge of large extracurricular groups as well as their teaching assignments.

Ensure inclusion of all staff in PLC meetings.

## **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
  - 1:1 integrated curriculum with iPads/ Chromebooks at the Junior High School
  - 1:1 integrated curriculum with Chromebooks at the High School - year 1 of multi-year phase in.

- MAP Assessment data for Grades K-3, 8 and 9th Grade in ELA, Math and Science
- RtI process that addresses critical student learning needs across all population and learning groups

## **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 Strengths**

Parent meetings have been effective for addressing campus issues.

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

Continued need to invite parents to be part of campus outside of booster club opportunities. Consider adding food to "Meet the Teacher Night" or socials during the year.

Consider high school PTO to increase opportunity for parents to know staff and address campus issues.



## **School Context and Organization**

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

The Academic Success Initiative implemented last year was very effective as a vehicle to address the failure rate on campus. We will continue to use the system having reviewed and evaluated the success of the effort. Additionally, we will continue to track our attendance with the system implemented two years ago. While it has been effective, we still need to improve. We will look for new incentives to include in the plan.

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

We need consequences with real consequences for poor attendance.

We need to address motivational techniques with students, especially freshmen and uninvolved students.

# Technology

## Technology Needs

We considered all of the advantages and challenges to be encountered as we implement a one-to-one with chromebooks for the ninth-graders. Additionally, we are working to get more teachers comfortable with the use of individual devices in the classroom with students.

We need to give teachers practice time to do the things they ask students to do with technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

# Goals

**Goal 1: The high school will meet standard for 2017 Accountability. We will also prepare to meet and exceed performance rates for all subgroups in all academic areas while increasing earned distinctions.**






**Performance Objective 1:** The high school will meet standard for 2017 Accountability. We will also prepare to meet and exceed performance rates for all subgroups in all academic areas while increasing earned distinctions.

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

**Summative Evaluation 1:** Met Performance Objective

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

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

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>20) Provide targeted professional development for differentiation to meet the needs of special education students.</p>	Principal, Special Education Director.	Improved academic and EOC results among special education subgroup.				
<p>21) Expand the role of the District GT Coordinator to include college and career counseling for GT students.</p>	Principal, Academic Dean, Chief Instructional Officer	Student contact logs.				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2: Parents and Teachers will be full partners and will communicate throughout the year, as evidenced by parent and teacher surveys and participation at school functions.**


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

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

**Summative Evaluation 1:**

Strategy Description	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. Current members will strive to recruit parent and community representatives.	CIP committee	Meeting sign-in sheets				
Funding Sources: Local Funds - \$0.00						
2) Parents and community members will be informed of school activities and performance on district website, marquee, email directories and K12 alert.	Principal, Web Master	Website tracking; current input on web; marquee; K12 alert				
Funding Sources: Local Funds - \$0.00						
3) Host parent meetings at times that meet the needs of the community to explain college and FAFSA. Invite parents to career day. Provide community library in the evenings.	Counselor, Librarian, Staff	Percentage of students seeking college admission; parent survey				
Funding Sources: Local Funds - \$0.00						
4) Educate parents on career and college readiness standards through career day, college planning sessions, open house and posted articles.	Principal, Counselor, Librarian, Staff	Percentage of students seeking college admission; parent survey				
Funding Sources: Local Funds - \$0.00						
5) Teachers will contact parents in the third week, fifth week and week following grade posting regarding failing academic performance of their child. The contact will focus on the reason for the difficulties and a collaborative plan for getting the student back on a successful track. After two contacts the administration and counselors will schedule a meeting with the parents and student to take a broader look at the difficulties the student is experiencing.	Teachers, administrators	Parent surveys; teacher contact logs, administrative meeting logs				
Funding Sources: Local Funds - \$0.00						
6) Campus administration will communicate with parents and students through daily announcements that will be posted on the website, marquee or K-12 alert system and central posting area on campus. Parents can also sign up for a list serve to receive daily announcements.	Principal	Teacher surveys; publication proof				
Funding Sources: Local Funds - \$0.00						
7) Campus administration will communicate with teachers through weekly email (announcements and an events calendar on google). Hold faculty meetings once per month with agendas in google. Regularly scheduled PLC time in weekly schedule. Leadership team will meet as necessary.	Principal; leadership team; core content leaders	Teacher surveys; meeting sign-in sheets and agendas				
Funding Sources: Local Funds - \$0.00						



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


**Goal 3: The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 96.5%, and increase the high school completion rate to 95% for all students. We expect 90+% of our graduates to be on the recommended, distinguished or foundation with endorsements plans.**

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

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

**Summative Evaluation 1:**

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


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

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

**Performance Objective 1:** Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.

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

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) All teachers and paraprofessionals will meet state and federal guidelines for certification.	Principal	Certificates on file in central office				
Funding Sources: Title II Funds - \$0.00, Local Funds - \$0.00						
2) New teachers will receive orientation training.	Chief Instructional Officer	Teacher retention rate				
Funding Sources: Local Funds - \$0.00						
3) Teachers will receive professional development based on identified needs. Professional development activities will include: AP Institutes; subject area/grade level training; meeting the needs of diverse groups; behavior management; technology/technology integration; disaggregating of test scores; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; support for certification; CTE; ESL instruction, District data.	Principal; Technology Director; Chief Instructional Officer	Teacher surveys; PDAS; EOC scores; discipline records; AP scores; six weeks tests				
Funding Sources: Title II Funds - \$0.00, SCE Funds - \$0.00, SPED Funds - \$0.00, Local Funds - \$0.00						
4) Administrators will meet with departments and campus committees on a regular basis through the establishment of the leadership team.	High School Admin.	Teacher surveys				
Funding Sources: Local Funds - \$0.00						
5) Continue partnership program with TSU and TLU participating in student teaching programs.	Principal and University Supervisors	Produce highly qualified candidates				
Funding Sources: Local Funds - \$0.00						
6) Mentoring program to assist new teachers to campus.	Principal, Teacher Leader for Program	Summative conference results with new teachers, staff surveys				
						






**Goal 5: Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. Parent and teacher surveys will reflect appropriate ratings for campus safety and discipline.**

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

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

**Summative Evaluation 1:**

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

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


## Goal 6: Classroom use of technology will continue as influenced by data on the Technology Integration Matrix.

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

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

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

12) Integrate chromebooks into the classrooms beginning with ninth-grade classes.	Principal, Technology Director	Walkthroughs and evaluations				
	Funding Sources: Local Funds - \$0.00					
13) Student access to CTTC for technology courses.	Academic Dean, Counselor	Course completion and participation rates				
	Funding Sources: Local Funds - \$0.00, CTE Funds - \$0.00					
14) Continue student participation in dual credit classes.	Academic Dean, Counselor	Course completion and participation rates				
	Funding Sources: Local Funds - \$0.00					
15) Update technology software and hardware for technology classes.	Technology Director	New software and equipment				
	Funding Sources: Local Funds - \$0.00					
16) The campus will comply with all CIPA (Children's Internet Protection Act) requirements.	Technology Director	Lesson plans; parent surveys				
	Funding Sources: Local Funds - \$0.00					
17) All students will be instructed on internet safety.	Instructional Technologist	Completion through English courses with instructional technologist				
	Funding Sources: Local Funds - \$0.00					
18) Instructional technologist will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter.	Chief Instructional Officer, Principal	Walkthroughs and PDAS				
	Funding Sources: Local Funds - \$0.00					
						




**Goal 7: Age appropriate career education will be provided to 100% of the students as evidenced in each student's four year plan file.**

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

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

**Summative Evaluation 1:**

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

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	19	Increase special education staff assistance in inclusion classrooms.
1	1	20	Provide targeted professional development for differentiation to meet the needs of special education students.

# State Compensatory

## Budget for Navarro High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6112.40.001.7.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199.11.6119.40.001.7.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,096.00
199.11.6122.40.001.7.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199.11.6129.40.001.7.24.0.00	6129 Salaries or Wages for Support Personnel	\$17,745.00
199.11.6141.40.001.7.24.0.00	6141 Social Security/Medicare	\$1,188.00
199.11.6142.40.001.7.24.0.00	6142 Group Health and Life Insurance	\$6,779.00
199.11.6144.40.001.7.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,001.00
199.11.6146.40.001.7.24.0.00	6146 Teacher Retirement/TRS Care	\$1,976.00
<b>6100 Subtotal:</b>		<b>\$100,285.00</b>
<b>6200 Professional and Contracted Services</b>		
199.11.6299.00.001.7.24.0.00	6299 Miscellaneous Contracted Services	\$15,000.00
<b>6200 Subtotal:</b>		<b>\$15,000.00</b>
<b>6300 Supplies and Services</b>		
199.11.6399.00.001.7.24.0.00	6399 General Supplies	\$1,500.00
199.11.6399.44.001.7.24.0.00	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$2,000.00</b>
<b>6400 Other Operating Costs</b>		
199.11.6411.00.001.7.24.0.00	6411 Employee Travel	\$250.00
<b>6400 Subtotal:</b>		<b>\$250.00</b>



## 2016-2017 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gary D. Haass	Principal
Administrator	John Gary	Academic Dean
Administrator	John Pugh	Assistant Principal
Classroom Teacher	Josh Fails	Math Teacher
Classroom Teacher	Beth Gerhardt	CTE Teacher
Classroom Teacher	Susan Korn	English Teacher
Classroom Teacher	Jessica Limmer	Social Studies Teacher
Classroom Teacher	Rissa Springs	Science Teacher
Non-classroom Professional	Robyn Steffen	Counselor
Paraprofessional	Debbie Krueger	Registrar
Parent	Sam Brumley	