

Navarro Independent School District

Navarro Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: December 16, 2020
Public Presentation Date: December 16, 2020

Vision

Navarro ISD – Where Excellence is the Standard

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.*

Board Goals

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

Indicators of Success:

- Plan for adequate space for a growing population.
- Enrich technology infrastructure through unified endpoint management and maintenance of replacement schedules.
- Provide a 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:

- Provide competitive compensation.
- Foster team attitude for continuous improvement with collaboration at grade, campus, and district levels.
- Strengthen technology PLC cohorts to expand technology integration, student learning, and staff proficiency.

Goal 3: NISD will meet individual academic needs, challenging students to their highest potential and developing student outcome goals based off of HB 3 requirements.

Indicators of Success:

- Offer courses, strategies, and extracurricular activities that meet the needs of individual students, especially students who are not currently involved, and prepare them for college and career success.
- Effective communication within the district and campus and between the classrooms and the home.
- Effective counseling and K-12 instruction that addresses communication, social skills, professional character, and work ethic.
- Foster higher academic achievement and greater student engagement through explicit instruction, curriculum alignment and instructional monitoring.
- Continuous improvement on state accountability measures, such that learning gaps narrow, and:

1. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 60% by June 2024 (HB 3 Required Goal).
2. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 65% by June 2024 (HB 3 Required Goal).
3. The percentage of graduates that meet the criteria for CCMR will increase from 74.5% to 75% by August 2024 (HB 3 Required Goal).
4. Each campus earns a Domain I (performance of all student groups) grade of "A".
5. Each campus improves Domain II academic growth performance by one letter grade.
6. Domain III performance meets or exceeds federal passing percentages in both Reading and Math for all eligible population groups.
7. The district earns the Post-Secondary Readiness distinction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Navarro Elementary School Student Demographics

	Campus
Total Students	563
African American	1.2%
Hispanic	37.4%
White	59.0%
American Indian	0.2%
Asian	0.2%
Two or More Races	2.0%
Pacific Islander	0.4%
Economically Disadvantaged	38.7%
English Language Learners	7.3%
At-Risk Population	16.2%
Mobility	9.9%
Disciplinary Placement	0.0%
Attendance Rate	97.2%

Navarro ISD Schools and Enrollment

	Campus #	Campus %		
Early Childhood Education	18	3.2%		
Pre-Kindergarten	23	4.1%		
Kindergarten	121	21.5%		
Grade 1	121	21.5%		
Grade 2	157	27.9%		
Grade 3	123	21.8%		

Navarro ISD Program Enrollment

			Navarro Elementary 2020			
			%	#		
Bilingual/ESL			6.7%	37		
Gifted and Talented			3.4%	19		
Special Education			12.9%	71		

Navarro ISD Staff Experience

	# - NES	% - NES	%- NISD	% - State
Beginning Teachers	0	0%	3.5%	7.4%
1-5 Years	4.0	11.3%	16.0%	27.9%
6-10 Years	8.0	22.5%	19.8%	19.4%
11-20 Years	19.0	53.5%	39.5%	29.4%
Over 20 Years	4.5	12.7%	21.3%	15.9%

Number of Students per Teacher	2019-2020	
campus	15.5	
state	15.1	

Demographics Strengths

Navarro Elementary School (NES) has a dedicated and experienced staff to support student needs. In comparison to state averages, NES teachers are more experienced providing our young students with a wealth of information to support their learning needs. NES has been steadily increasing in size over the last few years. This increase in student population has created a more diverse population that has included students from various cultural backgrounds and home languages, as well as an increase in students with disabilities. In addition to the diversity of students enrolling in our school, our parents and community continue to support the campus with active involvement in academics, campus events and student social-emotional development.

Student Learning

Student Learning Summary

Comparative beginning of year NWEA MAP achievement results from fall 2019-20 to fall 2020-21:

	Math	Reading
Kinder	75% / 84%	90% / 85%
1st	69% / 73%	84% / 74%
2nd	86% / 73%	85% / 69%
3rd	75% / 65%	84% / 73%

While K/1 math data for the beginning of the school year has increased, other grade level content areas have declined after the summer break.

Projected STAAR proficiency dropped from BOY 19-20, to BOY 20-21 for this year's 3rd graders. In math, projection data fell from 81.4% meeting proficient to 72.8% meeting proficient. In reading, projection data fell from 86.3% meeting proficient to 75% meeting proficient. These levels of performance require specific plans of intervention and instruction in order to make growth beyond one school year.

STAAR 2021 Projection for 3rd Grade as of Fall 2020

All Students	Reading	Math
Approaches	75%	72.8%
Meets	52.7%	29.9%
Masters	25%	5.4%

STAAR results 2019

	Reading	Math
All Students	88%	90%
Hispanic	80%	88%

White	96%	94%
Eco Dis	83%	83%
All Students	Reading	Math
Approaches	88%	90%
Meets	56%	57%
Masters	36%	34%

As we begin to plan for the upcoming school year, we are adding additional support staff to address the safety, social emotional, and academic needs students will have to overcome as a result of the continued pandemic. Organizational changes such as safety protocols and procedures and classroom structures will be implemented to address student needs as a result of the pandemic.

As many students are learning virtually due to COVID-19, our teachers and support staff will attend ongoing Canvas training, Clear Touch training, and Classlink training to become proficient in virtual lesson design and implementation.

Student Learning Strengths

STAAR Assessment results are not available for the 2019-2020 school year due to school closure. 2018-19 STAAR data, along with growth from NWEA MAP measures will be used as our baseline data for the upcoming school year.

2018-2019 Summary:

Gains were made in the overall passing rate for both reading in math for the second year in a row (Approaches).

In the Hispanic sub-population, we went from 80% to 85% at the Approaches level in math.

In the Economically Disadvantaged sub-population, we went up from 78% to 83% in both reading and math (Approaches).

All students, we went up from 49%-56% in reading and from 53%-57% in math (Meets).

All students, we went up from 26%-36% in reading and 30%-34% in math (Masters).

Special Education population increased from 75% to 83% in reading (Approaches).

The campus received two Distinction Designations (Academic Achievement in Mathematics and Top 25%: Comparative Closing the Gaps, and an overall grade of "A").

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The ELL population scoring at the Meets level on STAAR was below target indicators in both reading (17%) and math (33%). Cut score in reading (29%). Cut score in math (40%). **Root Cause:** Implementation of ESL strategies and campus systems designed to support language learners.

School Processes & Programs

School Processes & Programs 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 pacing 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 NWEA Measures or 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. This diagnostic tools provides instructional goals by students and helps 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.

RTI systems on the campus are consistently reviewed to ensure effective interventions and tracking are taking place. The RTI meetings focus on teachers looking at multiple points of data when discussing student achievement and recommendations for remediation. Multiple trainings have and will continue to occur to assist teachers with selecting prescriptive interventions to target specific areas of instruction. The focus for the year is better instruction on Tier1 to reduce the number of students on Tier 2 and 3; and to bolster movement of student success to the "Masters" level.

School Processes & Programs Strengths

Grade level teams meet weekly to discuss and plan lessons which follow the current YAG and TEKS for the grade level. The grade level teams also meet with administration on a regular basis to discuss grade level goals and instructional practices needed to reach those goals. They also use this time to work on common assessments, disaggregate data from assessments, and to plan for future lessons.

Teachers regularly meet with the MTSS team to discuss students who are in need of interventions, to check on student progress for students in Tier 2 and 3, and to analyze the effectiveness of interventions.

This year due to current health restrictions and unknown risks involved with working on campus, several staff members made the difficult decision to leave the teaching profession. The staff members hired on are quickly learning school processes and are bringing their talents to our school to share with students and staff. In-house movement for staff among grade levels does happen on a limited basis. The pool of applicants for positions is sufficient and at times, abundant. Teachers have opportunities to be involved in many planning organizations at the campus and district level. Staff meetings, weekly bulletins, newsletters, and an active PTO keeps teachers informed and appreciated.

Many traditions (Jingle Bell run, Gingerbread house day, the Valentine's Dance, 100's day) and clubs -Art, Spanish, Lego, Chess, and many other special events, in conjunction with the curriculum, make for a unique "Navarro" school experience. While events and volunteer opportunities on campus are limited this year, we are attempting to be creative in the ways that we engaged parents and keep students involved. This includes virtual opportunities and outdoor options. The teachers are dedicated and truly care

about the students and their well being. Soft skills, kindness, and character development are emphasized and practiced.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 25 out of 38 (66%) certified teachers have their supplemental ESL certification **Root Cause:** Hiring of teachers who are not ESL certified, and returning teachers not acquiring certification.

Problem Statement 2 (Prioritized): New safety protocols will need to be established and monitored **Root Cause:** COVID-19

Perceptions

Perceptions Summary

Parental Involvement:

The PTO plans several monthly meetings for the year. A Fall Festival and Valentines' Dance are the big fundraisers and outreach projects for the year.

The specials teachers collaborate to develop musical performance programs for each grade level.

The campus is actively creating additional opportunities for parental involvement including Grandparents Lunch, Open House, Watch Dog Kickoff, evening musical performances, Child Development Days to assist with Child Find, Veterans Day assembly, Student Council Fun Run, 3rd Gr Gingerbread House building, Family Movie Night, Reading Restaurant Family Night, Math a Big Deal Night, and a Volunteer Appreciation Breakfast. Social distancing and group size limitations will play a part this year in the ability to host large events due to Covid-19.

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

Parents are very supportive of the campus and staff.

Perceptions Strengths

A united effort and collaboration among staff members to use common verbiage and expectations in regard to PBIS and CHAMPS helps minimize the number of discipline issues on the campus.

Navarro Elementary School is 100% highly qualified. The majority of our teaching staff has over 10 years of classroom teaching experience. This level of dedication and teaching experience has attributed to the campuses ability to retain teachers and recruit future teachers by creating a caring atmosphere that seeks to meet the needs of students, faculty, and staff.

The WATCHDOG program continues to grow. Many fathers volunteer their day to work with their kids, make sure the school is secure, and help with lunch and recess duty. Due to COVID-19 pandemic, the WATCHDOG program has been postponed as we await guidance from the Texas Education Agency on volunteers in schools.

UIL and many campus clubs are in place that promote new and differentiated experiences and new academic opportunities for students. Due to COVID-19 pandemic, the extended learning opportunities have been postponed until January or further notice as we await guidance from the Texas Education Agency.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As the student population continues to grow, the need for another specials rotation, preferably an art teacher, will be requested.

Problem Statement 2 (Prioritized): New safety protocols will need to be established and monitored **Root Cause:** COVID-19

Priority Problem Statements

Problem Statement 9: The ELL population scoring at the Meets level on STAAR was below target indicators in both reading (17%) and math (33%). Cut score in reading (29%). Cut score in math (40%).

Root Cause 9: Implementation of ESL strategies and campus systems designed to support language learners.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: 25 out of 38 (66%) certified teachers have their supplemental ESL certification

Root Cause 10: Hiring of teachers who are not ESL certified, and returning teachers not acquiring certification.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: New safety protocols will need to be established and monitored

Root Cause 11: COVID-19

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Navarro Elementary will foster a collaborative educational climate to build positive relationships with students, parents, staff, and the community.

Performance Objective 1: Parents and community members will be informed of school activities, meetings, and student performances and celebrations through various methods of communication.

Strategy 1: Teachers will increase communication with parents through regularly updated teacher web sites and lesson plans as well as weekly classroom newsletters and notes. They will return emails and/or phone calls within 24 hours of being contacted. Strategy's Expected Result/Impact: Current postings on website, communication logs, newsletters, calendars and the use of technology applications to communicate with parents. Staff Responsible for Monitoring: Classroom teachers, campus web master Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Provide regular opportunities for improved communication between the school, families and the community by using digital methods to share information, and by increasing face to face opportunities for discussion. Strategy's Expected Result/Impact: Communication logs, sign in sheets from campus events, evidence of digital communication, evidence of flyers sent home, schedule of campus events to include virtual events like online game days/virtual lunches. Staff Responsible for Monitoring: Admin, ILT, OLT, classroom teachers, support staff Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Provide written information to parents in their native language whenever possible, bilingual assistance at training/meetings, and have bilingual staff call to invite them to school activities and answer questions. Provide teacher training in Google Translate to assist with increased Spanish communication. Strategy's Expected Result/Impact: Increase communication with parents for items such as newsletters, Rtl notification, Remind messages. Staff Responsible for Monitoring: Counselor, Secretary, Registrar, Principal Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 4: The school will support the district SHAC committee by distributing communication related to student and family wellness. Strategy's Expected Result/Impact: Increase the knowledge and application of wellness. Participation in campus events that support wellness such as the food and nutrition special events, Catch Week and Jingle Bell Run. Staff Responsible for Monitoring: Principal, school nurse, cafeteria manager, counselor, classroom teachers Title I Schoolwide Elements: 2.5, 2.6, 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Navarro Elementary will foster a collaborative educational climate to build positive relationships with students, parents, staff, and the community.





Performance Objective 2: NES will implement processes and procedures to cultivate a positive environment among staff members.

Strategy 1: Team building strategies and incentives will be used to bolster staff morale during teacher in-service days, faculty meetings, socials, and special holidays. Strategy's Expected Result/Impact: Periodic events and happenings at the campus to increased staff morale. Examples: Team building built into professional development. Monthly events sponsored by the PAWS committee and administration to recognize and celebrate staff members. Self-care challenge in the fall PTO has 1st Friday of the month snacks and a luncheon in May for teachers. Staff Responsible for Monitoring: Admin, Counselor, PTO, PAWS Committee	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: A grade level representative is sought for all campus committees and district level committees so that all staff members can be informed and have a method for expressing thoughts and concerns. Strategy's Expected Result/Impact: Teachers are empowered in decision making at many levels and in a variety of ways including instructional and operational leadership teams, PAWS, district calendar creation, PTO representation, Site Council, Communication/Technology committee, SHAC, safety committee, and the academic planning team. Staff Responsible for Monitoring: Admin, Chief Instructional Officer, Leadership Committee chairs TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Navarro Elementary will use multiple sources of data to provide better Tier 1 instruction and interventions both academically and behaviorally to help students reach their full potential.

Performance Objective 1: By the end of the 2020-21 school year, Navarro Elementary School will implement a proactive, training-based approach to discipline management.

Strategy 1: The counselor will provide classroom instruction as well as bullying/character education classes. Strategy's Expected Result/Impact: Scheduled lessons to target specific behaviors in classrooms; monthly lessons to review Core Essentials character traits with all K-3 students; social skills groups and well checks, communication with parents about character education traits. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Maintain a core team of CPI certified individuals to respond to student crisis situations. Strategy's Expected Result/Impact: CPI certified personnel, hierarchy of trained staff to address student crisis needs Staff Responsible for Monitoring: Special Education director Behavior Specialist Admin	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Provide group counseling and interventions in the general education classrooms. Strategy's Expected Result/Impact: Scheduled groups and lessons (i.e.: social skills, experiencing loss or divorce, new student) Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Maintain safe classrooms and consistent discipline through PBIS and integrate these strategies from the common areas into the classrooms. Strategy's Expected Result/Impact: Updated signage throughout the school using the CHAMPS model, appropriate discipline referrals, Roar Store participation and self managers, training in the tiered PBIS model Staff Responsible for Monitoring: Classroom teachers, principal, assistant principal, counselor	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: Counselor will provide conflict resolution and social skills training to students who exhibit a need. Strategy's Expected Result/Impact: Scheduled groups meet weekly; guidance referrals as needed. The counselor will attend professional development in restorative practices, to be implemented and applied to various student conflicts that arise. Staff Responsible for Monitoring: Counselor, behavior specialist, LSSP Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 6: Counselor will provide crisis intervention for individual students and their families. Strategy's Expected Result/Impact: Completion of necessary paperwork as needed for CPS referrals, RISE program, Connections, etc. Outreach to community resources to provide resources and support for students/families in crisis. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 7: Increase opportunities (when available per Covid health guidelines) for parents and community members to participate in leadership development through PTO, Watch DOGs, tutoring, and volunteering at the campus level. Strategy's Expected Result/Impact: Increased opportunities for parent and community involvement to support student learning, safety and attendance such as Watch Dogs, campus/PTO events, Read Across America, SHAC committee, volunteering across the campus. Staff Responsible for Monitoring: Admin, counselor, librarian, classroom teachers Title I Schoolwide Elements: 2.5, 2.6, 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 8: Provide instruction/programs to promote safety such as Anti-bullying prevention, Red Ribbon Week, Fire Prevention, Bus Safety, and stranger danger. Strategy's Expected Result/Impact: Greater awareness of safety measures available to students, completion of RAD Kids program by two grade levels Staff Responsible for Monitoring: Admin, classroom teachers, counselor, transportation director Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Navarro Elementary will use multiple sources of data to provide better Tier 1 instruction and interventions both academically and behaviorally to help students reach their full potential.

Performance Objective 2: NES will support PLC collaboration and track student progress through the use of common assessment data, MAP, progress monitoring data and classroom instructional data.

Strategy 1: Provide teachers with training and support in the use of MAP data and progress monitoring data to support RTI placement, interventions and student achievement. Strategy's Expected Result/Impact: Scheduled MAP trainings, staffings and RTI Meetings on Students, Grade level meetings, PLC meetings, increased knowledge and application of prescriptive RTI practices, training on mClass system for TPRI, Amplify and Dibels. Staff Responsible for Monitoring: Chief Instructional officer, admin, counselor, Special Education Director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Provide teachers with training and support in utilizing data to identify instructional interventions to meet gaps in student achievement. Strategy's Expected Result/Impact: Specific trainings offered to help teachers analyze data, correct student placement in Tiered levels to maximize student benefit. Staff Responsible for Monitoring: Admin, Chief Instructional officer, RTI Teachers Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Use benchmark testing to measure classroom alignment with curriculum standards. Strategy's Expected Result/Impact: Teachers will use common language and teaching strategies as well as common assessments to measure gains by students and to assist in correct placement of students in RTI tiers. Virtual student assessments will be tracked separately for validity. Staff Responsible for Monitoring: Admin, counselor, RTI teachers Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Use Eduphoria to develop common assessments, benchmark assessments and progress monitoring tools as identified to assist PLC teams in data analysis and review. Strategy's Expected Result/Impact: Eduphoria will be a well used tool and data storage component to better identify student strengths and weaknesses, trends in student comprehension or lack thereof, and for lesson planning. Staff Responsible for Monitoring: Principal, RTI Teachers, technology staff Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 5: Teachers will participate in PLC meetings on a regular basis, at least monthly, to discuss student data and artifacts, develop small group instructional practices to address student needs, and align outcomes for measuring student progress. Strategy's Expected Result/Impact: Students will meet or exceed their growth target by the EOY MAP. Classroom teachers will have a better understanding of intervention support. Greater teacher awareness of student needs through data dis-aggregation and goal setting, and closing gaps for sub populations. Staff Responsible for Monitoring: Admin, classroom teachers, SPED teachers, RTI Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 6: Increase resources available to support reading and math intervention at the Tier 2 and Tier 3 level. Strategy's Expected Result/Impact: Additional sources of research based intervention materials aligned with needs based upon data. (i.e.: Intervention and assessment matrices, LLI, Comprehension Toolkit, manipulatives) Application of these resources to benefit student intervention. Staff Responsible for Monitoring: Admin, RTI teachers, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 7: During grade level PLC's, teams will track student progress quarterly using a digital Comprehensive Spreadsheet. Strategy's Expected Result/Impact: The Comprehensive Spreadsheet is used to target effective teaching strategies and best practices. Staff Responsible for Monitoring: Admin, RTI teachers, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Navarro Elementary will maximize student performance across all instructional areas.








Performance Objective 1: Increase opportunities for students to problem solve in math resulting in a minimum of 90% approaching, 50% meets and 30% masters on the 3rd grade Math STAAR Assessment

Evaluation Data Sources: 2021 STAAR Projection from fall 2020 MAP Math scores:

Approaches: 72.8%

Meets: 29.9%

Masters: 5.4%

Strategy 1: Problem solving strategies will be consistently spiraled into classroom instruction each week. Students will be encouraged to solve in a variety of ways. Strategy's Expected Result/Impact: Better understanding of math vocabulary associated with problem solving. Evidence in lesson plans of alignment to build cohesive math instructional practices. Vertical alignment of math problem solving strategies, as well as vocabulary. Staff Responsible for Monitoring: classroom teachers, sped teachers, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: TEKS Resource System and Pacing Guide planning and PD will be provided to teams. Sessions will ensure specificity and clarity on implementation and monitoring of resources such as performance assessments, Go Math, IXL, and Imagine Math. Strategy's Expected Result/Impact: Alignment between teachers in the planning and execution of lesson plans as well as use of resources. Staff Responsible for Monitoring: Teachers, Administrators, RTI teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Increase academic supports available to students who are not identified under a special program through RTI and tutorials. Strategy's Expected Result/Impact: Increased number of tutoring groups available to students. Increase of explicit monitoring of student data related to progress using MAP, Dibels, IXL, and iStation. Staff Responsible for Monitoring: Teachers, Admin, RTI teachers, Special Education teachers, and GT specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: The campus will participate in the creation of a math alignment plan assisted by Region 20 to begin in January 2021 pending COVID-19 regulations. Strategy's Expected Result/Impact: Alignment of K-8th grade math instruction, vocabulary, and processes. Staff Responsible for Monitoring: Teachers, Admin, District Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Navarro Elementary will maximize student performance across all instructional areas.

Performance Objective 2: Students will score a minimum of 90% approaching, 60% meets and 40% masters on the 3rd grade Reading STAAR Assessment.

Evaluation Data Sources: 2021 STAAR Projection from fall 2020 MAP Reading scores:

Approaches: 75%

Meets: 52.7%

Masters: 25%

<p>Strategy 1: Implement the new HMH adoption, Universal Handwriting, as well as the Saxon phonics program with fidelity, utilizing resources provided and recommended sequence of instruction in conjunction with the TEKS Resource System, Pacing guides and Performance Assessments</p> <p>Teachers will use the Explicit Instruction model in all classes. Faculty will set daily learning objectives to provide clear classroom expectations of a research based core literacy program. Students will use iStation program to progress monitor 3 times a week.</p> <p>Strategy's Expected Result/Impact: Incorporate phonics, reading, writing and grammar into daily instruction as evident by lesson plans, walkthroughs, and posted daily objectives. Alignment of outcomes for measuring student progress through discussion in PLCs. Explicit Instruction training for all new teachers.</p> <p>Staff Responsible for Monitoring: Admin, classroom teachers, sped teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<p>Strategy 2: Increase monitoring and intervention support for students identified as economically disadvantaged, LEP, Hispanic, Dyslexic, SPED, 504 and GT.</p> <p>Strategy's Expected Result/Impact: Close the gap between the achievement of ALL students versus specific sub-populations. Maintain growth expectations for those students identified as GT. Monitor sub population data through PLCs and data discussion using grade level data sheets.</p> <p>Staff Responsible for Monitoring: Admin, counselor, classroom teachers case managers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

<p>Strategy 3: The campus will continue to implement the district K-5 Literacy Plan. Based upon the 5 core elements of the plan, Navarro Elementary is in the following phase of progress.</p> <p>1. Alignment- Teachers horizontally collaborate using the TEKs Resource System, Pacing Guides, and Performance Assessments to plan literacy instruction. Professional Development will focus on grade level vertical alignment specifically common academic language and progress monitoring.</p> <p>2. Instruction- The 5 component s of literacy are included in our collaborative planning and instruction. The use of Saxon phonics helps with explicit systematic instruction. Teachers explicitly teach the writing process daily as an integrated part of the writing program. Future PD will focus on teachers using the same academic language for reading and writing instruction.</p> <p>3. Assessment/Data- MAP Universal screener is administered 3 times a year. Ongoing progress monitoring is used to measure student growth. Refinement of our RTI program is ongoing.</p> <p>4. Schedules- Navarro Elementary currently provides 90 minutes of uninterrupted time of literacy instruction. Intervention time is in addition to the scheduled literacy time.</p> <p>5. Resources- Navarro Elementary currently uses the Saxon phonics program K-2nd grade for explicit phonics instruction. HMH reading program in conjunction with the use of LLI and Reading By Design for intervention supports the majority of students' needs.</p> <p>Strategy's Expected Result/Impact: The K-5 ELA curriculum will be vertically aligned for maximum effectiveness.</p> <p>Teachers will review the literacy plan each year, and will meet to discuss effective implementation of the components of literacy through the use of available resources in the district.</p> <p>Use of explicit instruction strategies, district wide academic language, and standards based literacy instruction.</p> <p>90 minutes of uninterrupted literacy instruction.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Admin, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<p>Strategy 4: HB3 passed in 2019 requires all teachers in grades K-3rd and admin to attend a Science of Reading Academy by 2021. (Delayed due to COVID-19)</p> <p>Strategy's Expected Result/Impact: Align teachers and administration in regard to effective reading instruction best practices.</p> <p>Staff Responsible for Monitoring: Admin and K-3 teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Navarro Elementary will maximize student performance across all instructional areas.

Performance Objective 3: Increase student achievement for English Language Learners which will result in a minimum of 85% approaches and 40% meets for the 3rd grade STAAR Math assessment, and 80% approaches and 30% meets for the 3rd grade STAAR Reading assessment.

Evaluation Data Sources: 2019 STAAR Math results:

80% approaching
30% meets
0% masters

2019 STAAR Reading Results:


70% approaching
20% meets
10% masters


STAAR 2021 Projection for 3rd Grade as of Fall 2020


All Students	Reading	Math
Approaches	75%	72.8%
Meets	52.7%	29.9%
Masters	25%	5.4%


Strategy 1: Provide in-class and pull-out assistance for at risk students and ESL language development. Strategy's Expected Result/Impact: Increase language acquisition; comprehension; and student performance. The goal is that ESL students will exit the program within 3 years of instruction. Teachers will use ESL strategies within the classroom. Staff Responsible for Monitoring: Support staff; Classroom teachers; Principal, LPAC Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Ensure that eligible students receive ESL services and/or accommodations. Strategy's Expected Result/Impact: PEIMS reports Teacher notes on assignments, the grade book, and report cards indicating use of accommodations. Use of pre-assessments or screeners to determine baseline data for determining interventions, differentiation and reteach. Staff Responsible for Monitoring: Principal, Counselor, LPAC Coordinator, Chief Instructional officer, classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 3: 100% of NES teachers will obtain their supplemental ESL certification. Strategy's Expected Result/Impact: Implementation of research supported ESL strategies to help English Language Learners. Staff Responsible for Monitoring: Admin, classroom teachers, sped teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Navarro Elementary will maximize student performance across all instructional areas.

Performance Objective 4: Increase the performance level in reading and math of all students serviced under special education at all grade levels.

Evaluation Data Sources: MAP screen data, benchmark assessments, STAAR scores, IEP goals progress/mastery related to reading and math, student products.

Strategy 1: Collaboration between SPED and general education teachers to support co-teach/inclusion models. Strategy's Expected Result/Impact: Lesson plan sharing Collaboration in grade level/campus meetings, closing performance gaps between general education and special education students, greater understanding of IEP goals, accommodations and student needs. BOY and faculty meeting professional development, PLC evidence Staff Responsible for Monitoring: SPED teachers, classroom teachers, admin, SPED Director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Training and support to use formative and summative assessment data to monitor progress. Strategy's Expected Result/Impact: This will provide baseline data for interventions, differentiation, and instructional planning, as well as goal setting. Staff Responsible for Monitoring: Admin, SPED teachers, support staff, SPED director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Greater understanding of IEP goals and progress, as well as general education difficulties. Strategy's Expected Result/Impact: Alignment between SPED and general education staff to better understand the strengths and areas of weakness for each child. Training provided to aide special education teacher knowledge of resources available to assist with building IEPs. Intervention data/strategies shared between gen ed and SPED teachers. Increase of lesson engagement, retention and student outcomes. Alignment of LLI, Reading by Design and mClass intervention programs between general education and special education. Staff Responsible for Monitoring: Admin, SPED teachers, classroom teachers, counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Navarro Elementary will maximize student performance across all instructional areas.

Performance Objective 5: By the end of the 2020-21 school year, Navarro Elementary School will implement programs, policies, and practices that will support meeting standards and maintaining an A rating for the state accountability system.

Evaluation Data Sources: Domain 1: Scale score of 90, Letter Grade A

Domain 2: Relative Performance 86, Letter Grade B

Domain 3: Closing the Gaps 100, Letter grade A

Strategy 1: Maintain the district goal of 96% attendance. Strategy's Expected Result/Impact: Students are present in the classroom except for when truly sick. Increased educational opportunity for students. Staff Responsible for Monitoring: Principal, Registrar, classroom teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Parent contacted when a student has 5 or more days of unexcused absences or has excessive tardiness or early sign outs. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principal, Registrar	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee at the end of the school year. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Principal, Registrar	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Navarro Elementary (Grades 2-3) will celebrate their nine weeks honor roll recipients as well as perfect attendance. Kindergarten and 1st grade will celebrate perfect attendance each 9 weeks. Strategy's Expected Result/Impact: Student recognition every nine weeks, attendance recognition when appropriate due to virtual learning attendance variables Staff Responsible for Monitoring: Principal, Counselor	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: School will provide activities to ease transition of student from home, to day care, to school, with tours of the school, PreK and Kinder Round up, and semester Child Find opportunities. Strategy's Expected Result/Impact: Scheduled visits/tours of the school, arrangements with Intermediate counselor; date to be agreed on in advance to alleviate student fears or misunderstandings, events to allow families access to the school prior to registration. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 6: A district Instructional Technologist will be on campus on a part time basis to provide support to staff and students in integration of technology into classroom instruction. Strategy's Expected Result/Impact: Increased usage of instructional technologies. Staff Responsible for Monitoring: Chief Academic Officer, Instructional Technologist Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 7: Utilize current software to enhance student achievement on STAAR and in the classroom. (Accelerated Reader, iStation, Imagine Math, IXL, Lexia, Study Island, etc.) Strategy's Expected Result/Impact: Technology lessons will be aligned with student instructional needs. Staff Responsible for Monitoring: Librarian, RTI teachers, math and reading teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 8: Support the identification and programming for Gifted and Talented students. Strategy's Expected Result/Impact: Increase the identification of GT students. Set specific time frames for soliciting GT referrals from teachers and parents. Staff Responsible for Monitoring: Campus Principal; GT Specialist	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 9: Invite community members into classrooms to discuss their jobs, organizations and/or experiences. Strategy's Expected Result/Impact: Students will have increased exposure to people and career pathways through events and activities such as Career Day; Watchdogs; Reading Day; Read Across America. Utilization of the technology program Nepris. Staff Responsible for Monitoring: Counselor, classroom teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 10: Navarro Elementary will continue the PPCD/Pegasus Program to meet the needs of our youngest students. The Pegasus program will be expanded to remain in compliance with required student ratios. Strategy's Expected Result/Impact: Our youngest special needs students will be able to learn from typically developing peers while receiving individualized instruction on their IEP goals. Staff Responsible for Monitoring: Special Education Director, Principal, Chief Academic Officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 11: Annual fitness-gram results will be sent home with final report card. (Grade 3) Strategy's Expected Result/Impact: End of year distribution to parents. Staff Responsible for Monitoring: PE teacher, Principal, school nurse	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Navarro Elementary will have plans to address professional development needs of staff; and to help students learn to make appropriate life choices.





Performance Objective 1: NES will provide teachers with research based professional development and support to meet the learning needs of all students.

Strategy 1: Provide technology training to support the effective use of progress monitoring assessment systems aligned with the RTI process. Strategy's Expected Result/Impact: Training occurs on a regular basis and is tailored to each individual's department or specialty. This may occur during grade level meetings, PLC meetings, after school, or during professional development days. Examples include training for GT, ESL, Behavior, Special Education, Technology, Curriculum, content areas, psychological needs of students. Staff Responsible for Monitoring: Director of information Services and Technology, Instructional Technologist, Campus Webmaster Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Campus Professional Development activities will include, but are not limited to: subject grade level support; data analysis; behavior management/positive behavior supports; emergency procedures; CPI; ESL; GT: Support for special populations. Strategy's Expected Result/Impact: Through teacher surveys we will identify individual and team professional development needs. Staff Responsible for Monitoring: Administrative Team Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Fundamental 5 and Explicit Instructional practices will be a focus of professional development opportunities held for new teachers to the district. Strategy's Expected Result/Impact: Reminders, modeling, and examples shared at staff meetings. Strategies observed in walk through. Professional development calendared days on Explicit instruction attended by all staff members. Staff Responsible for Monitoring: Chief Instructional officer, principals, Region 13 instructor Kim Watts Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Implementation of RTI for Academics, Behavior, and Speech. Strategy's Expected Result/Impact: Regular meetings held to monitor student progress. Staffings as needed to adjust strategies or refer students to dyslexia or special education. Staff Responsible for Monitoring: Chief Instructional officer, principal, assistant principal, special education director, counselor, dyslexia specialist, RTI teachers, instructional technologist	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 5: Provide professional development based on identified needs for the campus or individual as identified through observations, PLC requests, or campus needs assessment. Strategy's Expected Result/Impact: Increased student achievement, teacher surveys, RTI and Resource teachers trained in Reading by Design, LLI and mClass. Staff Responsible for Monitoring: Admin, Leadership committees, Chief Academic Officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 6: HB3 passed in 2019 requires all teachers in grades K-3rd and admin to attend a Science of Reading Academy by 2021. (Delayed due to COVID-19) Strategy's Expected Result/Impact: Alignment between teachers and administrators in regard to best practices in literacy instruction. Staff Responsible for Monitoring: K-3rd teachers and admin Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Navarro Elementary will have plans to address professional development needs of staff; and to help students learn to make appropriate life choices.

Performance Objective 2: Assure well-staffed schools are comprised of highly qualified and competitively compensated and valued team members to meet the demands of a growing community.

Strategy 1: Review enrollment counts to plan for additional learning areas to accommodate growth and instructional needs of teachers in the classrooms. Strategy's Expected Result/Impact: Additional training to meet teacher needs. Monitoring of physical and human capital. Teachers qualifying for Teacher Incentive Allotment Staff Responsible for Monitoring: Principal, Chief Instructional officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Select interview committee members with high expectations and strong instructional practices that will support identifying strong candidates. Strategy's Expected Result/Impact: Recommended candidates for hire meet the campus and district expectations for new staff members and add value to the school community. Staff Responsible for Monitoring: Admin, ILT	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Prioritize and effectively communicate instructional, pedagogical, and operational expectations in order to maintain and enhance the current school system. Strategy's Expected Result/Impact: Evidence of expectations in campus PD, teacher planning times, teacher/parent communication, community events and walkthrough/observation data. Staff Responsible for Monitoring: Admin, leadership committees.	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Build leadership capacity within each grade level and content area. Strategy's Expected Result/Impact: Share articles and resources pertinent to faculty and staff goals, provide opportunities for staff members to enhance their own learning and assume leadership roles fitting their aspirations and strengths. Improve culture and communication. Conduct bi-annual survey to gain teacher feedback. Staff Responsible for Monitoring: Admin, leadership committees	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: Hire only highly qualified staff members for vacant positions. Strategy's Expected Result/Impact: More effective instruction for students. Staff Responsible for Monitoring: Admin, HR TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Navarro Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6119 40 101 1 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,250.00
199 11 6122 40 101 1 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6129 40 101 1 24 0 00	6129 Salaries or Wages for Support Personnel	\$14,624.00
19911 6141 40 101 01 24 0 00	6141 Social Security/Medicare	\$991.00
199 11 6142 40 101 1 24 0 00	6142 Group Health and Life Insurance	\$694.00
199 11 6144 40 101 1 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,825.00
199 11 6146 40 101 1 24 0 00	6146 Teacher Retirement/TRS Care	\$1,777.00
6100 Subtotal:		\$78,661.00
6300 Supplies and Services		
199 11 6399 00 101 1 24 0 00	6399 General Supplies	\$8,000.00
6300 Subtotal:		\$8,000.00

Personnel for Navarro Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nicole Schuelke	Teacher	Response to Intervention	1.0
Yari Herrera	Teacher's Aide	Instructional Support	.25

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Using multiple data sources, the comprehensive needs assessment at the beginning of this document reflects the current needs of the campus, it's staff, students, parents, and community members.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed in cooperation with the elementary Site Council.

2.2: Regular monitoring and revision

In addition to individuals, including the principal, RTI teachers, and teaching staff, regular meetings held every 3 weeks feature discussions of student progress in general and areas to be retaught in Tier 1 instruction. Other meetings (Staffings) are held to discuss interventions and student progress of Tier 2 and 3 students and to determine whether or not additional testing is necessary to help a child reach their full potential.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available online on the campus and districts websites and in hard copy form upon request.

2.4: Opportunities for all children to meet State standards

Tier 1 instruction has become the focus of efforts to make sure all students achieve the "Approaches" or minimum achievement to meet State Standards. However, teachers are also pushing beyond the minimum to have more students achieve "Meets" or "Masters" to have the campus maintain the existing Exemplary Rating for accountability.

2.5: Increased learning time and well-rounded education

Changes were made in the master schedule to maximize and designate time frames for instruction and learning. Art is incorporated in lesson plans in projects related to learning objectives. Events and timely news topics as well as soft skills are also incorporated into lessons.

2.6: Address needs of all students, particularly at-risk

Student progress is continually monitored throughout the year to address temporary or long term weaknesses in students' skill sets. ESL students have an aide who pulls students

and/or pushes into the room to assist students in language acquisition. Students who have 504 plans have accommodations followed by all appropriate personnel. The two RTI teachers help teachers develop appropriate strategies to help our most needy students. The RTI teachers also provide Tier 3 instruction as pull out in small groups or on a one on one instructional setting.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Navarro ISD has a district wide Family Engagement Plan that is available on the website. Navarro Elementary complies with and participates in activities associated with the plan such as the yearly parent survey and the Health Fair and Food Show.

Navarro Elementary will be formalizing our campus Parent and Family Engagement Policy. Its' purpose will be to promote the school-home partnership and help promote high achievement for our children. Title 1 services , along with other programs, may be needed to reach this goal. Strategies to achieve the goal include:

- *An Annual meeting to inform parents about the campus Title 1 program.

- *Parent meetings and conferences held at different time to accommodate parents. Communication between home and school will be written without acronyms and jargon that could be confusing for parents.

- *Descriptions and explanations of curriculum, assessments, and proficiency levels will be provided to parents in a conferences or in written form.

- *Communications between home and school will be frequent and timely. Methods to dispense information could include the campus website, monthly newsletters, the school marque, teacher notes, and technology applications such as "Remind". Translations into Spanish or other languages will be available.

3.2: Offer flexible number of parent involvement meetings

Parents at Navarro are very supportive overall and are exceptional good about attendance at various student events, parent conferences, functions, and PTO meetings and activities. Several parents also volunteer on a regular basis at the school and even work part time as substitutes.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Marlar	Response To Intervention Teacher	K-1 grades	1.0