

Navarro Independent School District

Navarro High 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

We have not had a significant change in demographics over the last year, however over the next three to five years there are multiple housing developments expected to be completed within the district boundaries. The campus will continue to focus on the at-risk population, as the percentage of students within this category has made a significant jump from the prior school year even through the other campus demographics have seen relatively flat changes. Within the at-risk population, the campus seeks to focus on student growth and addressing the mental health needs of students to support overall success.

	2019	2020
Total Students	637	635
African American	1.5%	1.4%
Hispanic	41.0%	39.1%
White	54.8%	57.3%
American Indian	0.2%	0.0%
Asian	0.8%	0.6%
Pacific Islander	0.2%	0.0%
Two or More Races	1.6%	1.6%
Economically Disadvantaged	36.1%	23.8%
Non-Educationally Disadvantaged	63.9%	76.2%
English Language Learners	2.4%	2.4%
Foster Care	*	0.3%
Military Connected	*	4.9%
At Risk	23.7%	31.8%
Attendance Rate	95.2%	95.6%
Mobility	6.9%	8.8%

Students by Instructional Program

Program	Campus #	Campus %
Bilingual/ESL	15	2.4%
Career and Technical Education	564	89%

Program	Campus #	Campus %
Gifted and Talented	66	10.4%
Special Education	50	7.9%
Dyslexia	46	7.3%
504	64	10.1%

Navarro High School Teachers and Staff

	Campus #	Campus %
Beginning Teachers	1.9	4.0%
1-5 Years Experience	7.6	16.0%
6-10 Years Experience	9.2	19.4%
11-20 Years Experience	18.0	38.0%
Over 20 Years Experience	10.8	22.7
Student to Teachers Ratio	13.4	

Problem Statements Identifying Demographics Needs

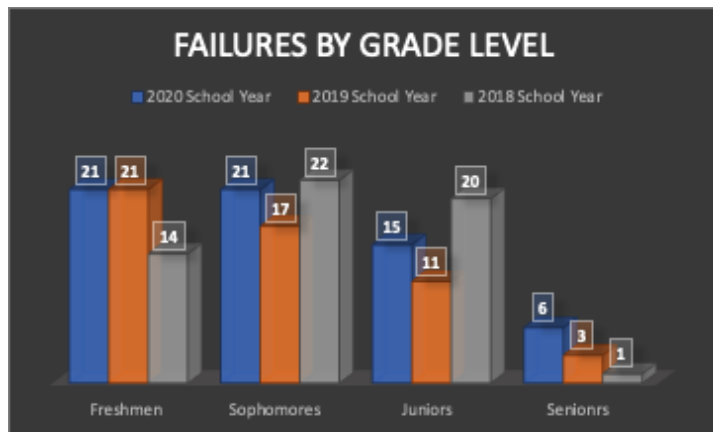
Problem Statement 1: It will be difficult to anticipate what our student population and needs will look like in the next few years **Root Cause:** There are potentially a wide range of community growth models based on the current market and development projects.

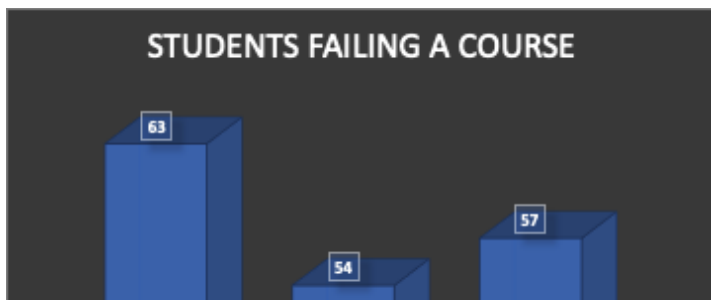
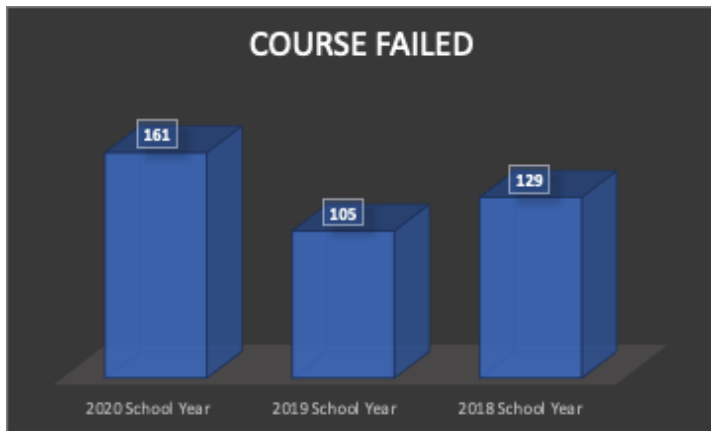
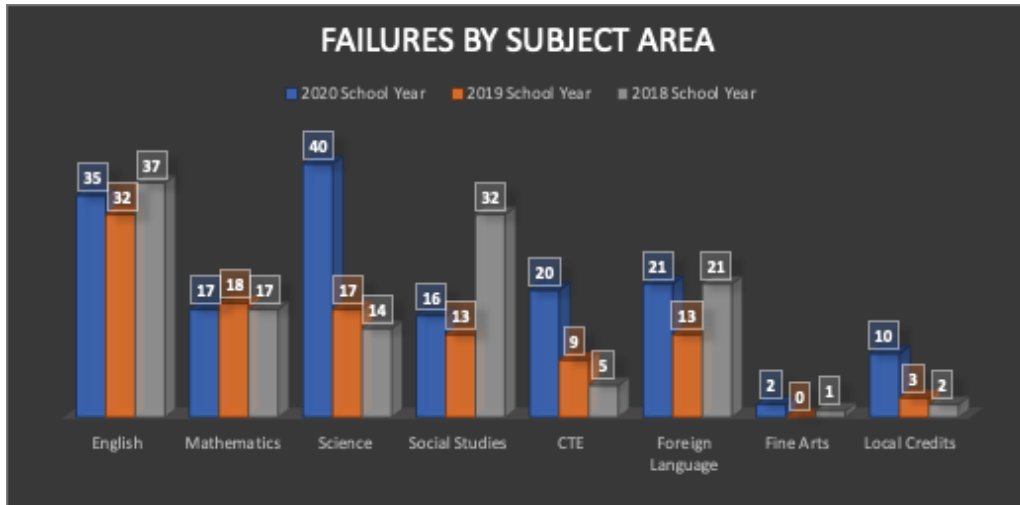
Student Learning

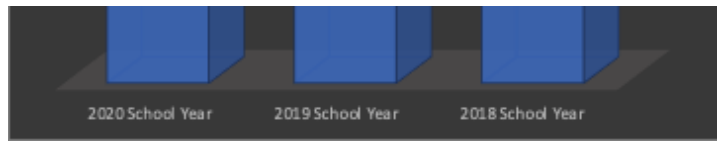
Student Learning Summary

Disclaimer: Due to COVID-19 closures and the cancellation of STAAR/EOC assessments, students that passed courses requiring a STAAR EOC for graduation received a waiver for test completion. In the absence of STAAR EOC testing data, the campus reviewed failure rates and course failures by content area and grade level to support decisions concerning student interventions and campus strategies for improvement. The current plan established by the State of Texas is to provide testing in the Spring of 2021 mirroring processes and growth measures obtains in the Spring 2019 testing year.

With the cancellation of STAAR/EOC testing and accountability ratings by the Texas Education Agency, Navarro High School was not rated for the 2019-2020 school year due to the COVID-19 disaster declaration. Using prior year assumptions for planning, Navarro High School met standard according to the 2019 State Accountability Ratings. As a whole, the campus received a letter grade of A for the overall student achievement, school progress and closing the gaps. The A rating indicates that Navarro HS is serving many students well, encouraging high academic achievement and appropriate academic growth for students. This is considered to be Recognized Performance for the campus. The overall campus performance rating is derived from three domain components. Student Achievement, School Progress and Closing the Gaps. Navarro HS also received an A in student performance and closing the gaps, with a B in school progress. In order to provide some comparative data, the campus utilized the following data sets for planning purposes for the 2021 year.







Failure rates increased in the 2020 school year compared to the two prior years. Failure rates have fluctuated, with the highest failure rates displaying in the 2020 year.

Student achievement ratings at the high school level include STAAR/EOC performance, College Career and Military Readiness (CCMR) and the Graduation Rate for the campus. Based on our annual graduates the campus received an overall component score of 94% for readiness with 71.6% of our graduates meeting the criteria for CCMR. The data provided for CCMR and graduation rate are new data sets provided for the 2020 school year. CCMR and Graduation rates are calculated from the 2018-2019 school year and represent current numbers that would have been used in Accountability calculations despite the absence of STAAR/EOC testing. CCMR and Graduation rates lag in reporting and represent the school year preceeding the most current testing year. The below information is an accurate measure for planning purposes for CCMR and graduation rates.

	College, Career and Military Readiness		
	Prior year Navarro ISD	Navarro ISD Performance Rate 2018-2019 Graduates	State Performance Rate
Overall Readiness Rate	74%	72%	73%
Scored High Enough to Earn College Credit on AP Exams	12%	17%	21%
Scored at or Above College Ready on SAT, ACT or TSIA	53%	44%	40%
Completed a College-Level Dual Credit Course	41%	46%	23%
Earned an Associate's Degree	0.00%	0.00%	1.9%
Earned an Industry-Based Certification	0.00%	0.00%	10.7%
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	3%	1%	2.3
Enlisted in the Armed Forces	8%	1%	5%
Completed Coherent Sequence of CTE Coursework Aligned to Industry Certification	13%	61%	56%

For graduation rate Navarro HS has a very high graduation rate with 98.1% of our students graduating within four years and low dropout rate of only 0.3%.

Overall Score	95.5%
Four Year Graduation Rate	98.1%
Five Year Graduation Rate	99.3%
Six Year Graduation Rate	98.4%

Overall Score	95.5%
Drop Out Rate	0.3%

School Progress Analysis was not available from the Spring of 2020

Closing the Gaps Analysis was not available for the spring of 2020

Student Learning Strengths

When looking at failures by grade, sophomores are down from two years ago (21 in 2020, 22 in 2018). Juniors are down from 2018 (15 in 2020, 20 in 2020).

Failure by subject are so a drop in failures from 2018-2020 in English by two (35 in 2020, 37 in 2018), in Social Studies failures are down from 32 in 2018 to 16 in 2020.

CCMR Scores were updated and some increases also in key areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For the special education population, failure rates were higher than other sub-populations. **Root Cause:** Special education students do not have adequate individualized help and support and faced more learning challenges during the Spring of 2020.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular 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 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.

The district utilizes a Response to Intervention (RtI) diamond shaped model 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.

Personnel

With some turnover this year the campus has seven new teacher to the campus (five of which are new to teaching) this year . These teachers need to be retained and grown with the district.

Most of the openings were due to the COVID related concerns of those who resigned from their positions.

Not only do these teachers need be coached and trained up, but the campus does no know some of their colleagues very well. There will need to be events set up that are safe and that all for the teachers and staff t get to know each other.

Some committee discussion of need for learning lab opportunities for students that would require additional staffing in special education.

Organizational and Administrative

Administrative schedules are were kept mostly the same from the previous year to better help admin to get in to classroom more often so that the new teachers and veteran teachers can improve their craft and directly impact student success.

School Processes & Programs Strengths

- Process and program strengths include:
 - Professional Learning Communities
 - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
 - Walkthroughs
 - 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 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Expanding opportunities in CTE areas is conflicting with existing core academic and traditional elective programs. **Root Cause:** Current scheduling plans and cultivating student interest in new CTE programs are somewhat at odds.

Perceptions

Perceptions Summary

We perceive the projected population growth for our school as a possible negative influence. We must find and promote positive aspects of the projected growth in order to enter this stage in a healthy way that results in success for our campus and district. The committee and administration believe that the 2020-2021 school year is important to establish systems (ie. data and common assessments) that will in place when the projected growth begins to come through our doors. This includes continuing many effective programs already established on the campus (discipline, RTI, tutorials, etc).

School culture is and has been a strength for the campus. As we experience growth and staff changes, we will need to ensure proactive action throughout our campus to effectively communicate that culture to the new members on our campus and to new members of our community (freshman) as new students arrive to our school.

Parent and community support of our campus is very good, and people continue to actively work to enroll their students in the district. While we do have large numbers of parents involved in school activities, their participation is very skewed toward extracurricular activities. All of our extracurricular activities are well supported by parent activity and we have parents at school daily working to support those activities, but the parent involvement in academic classroom activities is typically limited to those classes directly related to extracurricular activities. In addition to already establish forms of communication with parents (marquee, call outs), parents, mainly senior parents, have asked for more communication to know about events on campus.

Perceptions Strengths

Community participation in our school is strong with excellent support for student activities in many areas. People want to move to Navarro High School as opposed to some of the larger options in our area. Students get an opportunity to participate in a variety of activities that they may not have the option of in a different setting.

Parent meetings have been effective for addressing campus issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Negative attitudes exist regarding projected growth. **Root Cause:** Many people moved to Navarro specifically because of its size and the "small school" benefits, Thus, getting larger means getting more like what they were trying to avoid.

Problem Statement 2: Digital information avenues are not updated in a timely fashion. **Root Cause:** There is not a clear plan for implementation and use of some digital pathways for communication to include adequate plans for parents to participate in the communication.

Priority Problem Statements

Problem Statement 4: For the special education population, failure rates were higher than other sub-populations.

Root Cause 4: Special education students do not have adequate individualized help and support and faced more learning challenges during the Spring of 2020.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices




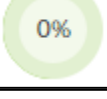
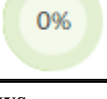
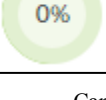
Goals




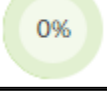
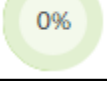




Goal 1: NHS will meet standard for 2021 Accountability and Increase Distinction Designations.

Performance Objective 1: Navarro High School will lower six weeks failure by 5% each six weeks.

Evaluation Data Sources: Failure reports each six weeks

Strategy 1: Each six weeks the failure report will be pulled and reviewed for changes of placement of students who are on-line, which tutorials they are in, etc to better place students in place that will help make them successful. Strategy's Expected Result/Impact: Students ability to pass EOC and get credit for classes Staff Responsible for Monitoring: Principal, Academic Dean, Counselors TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: Ensure that students who relieve dyslexia, ESL, GT, 504, and Special Education services and/or accommodations and/or modifications are being met Strategy's Expected Result/Impact: Students of every population are being successful Staff Responsible for Monitoring: Principal, Academic Dean, Case Mangers, Special Education Director Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Use of regular tutorial schedules with flexible scheduling options to focus RTI process for highly at risk students, as well as students working to meet grade level standards on EOC Staff Responsible for Monitoring: Academic Dean, Counselors,	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: Desegregating of data will be provided and discussed with teachers to look at students needs in different sub-populations and students gaps in performance Strategy's Expected Result/Impact: Student success on EOCs, common assessments, MAP data Staff Responsible for Monitoring: Principal, Chief Academic Officer, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				






Strategy 5: Utilize RTI process to identify needs for individual students and focus interventions efforts Strategy's Expected Result/Impact: EOC scores, retention rates, failure rates Staff Responsible for Monitoring: Academic Dean, Counselor Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 6: Provide APEX alternative learning system to increase student opportunities for credit recovery Strategy's Expected Result/Impact: Failure rate, drop out rate, course completion rate Staff Responsible for Monitoring: Principal, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 7: Provide remedial summer instruction for any student who has not passed EOC exam Strategy's Expected Result/Impact: Summer EOC passing rates Staff Responsible for Monitoring: Principal, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 8: Provide STAAR and coursework remediation for all at risk students in core areas Strategy's Expected Result/Impact: EOC scores afters school intervention, school day tutorials Staff Responsible for Monitoring: Core teachers, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 9: Coordinate with Region 20 to provide staff development in areas of state and federal compliance, ESL, migrant, homeless, CTE and Special Education. Strategy's Expected Result/Impact: EOC score, passing rate, attendance rate Staff Responsible for Monitoring: Chief Academic Officer, Principal, SPED Director	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 10: Support provided for curriculum development and alignment Strategy's Expected Result/Impact: Curriculum implementation Staff Responsible for Monitoring: Principal, Chief Academic Officer, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				








Strategy 11: A vertically aligned, rigorous curriculum will be implemented in all core subjects Strategy's Expected Result/Impact: EOC Scores, T-TESS, student passing rates Staff Responsible for Monitoring: Chief Academic Officer, Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 12: Increase special education staff assistance with inclusion students Strategy's Expected Result/Impact: Improved EOC results among special education subgroup Staff Responsible for Monitoring: Principal, Special Education Director Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 13: Provide targeted professional development for differentiation to meet the needs of special education students through training to include "Explicit Instruction" Strategy's Expected Result/Impact: Improved academic and EOC results among special education subgroup Staff Responsible for Monitoring: Principal, Special Education Director Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 14: Increase participation of GT students in advanced courses and work closely with the District GT Coordinator to provide services to GT students. Strategy's Expected Result/Impact: college readiness for students Staff Responsible for Monitoring: Principal, Academic Dean, Chief Academic Officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 15: Provide Reading courses for student reading below grade level with small group environment and two teaching professional to implement individualized reading intervention Strategy's Expected Result/Impact: Improved functional reading levels, STAAR results with subgroups, student passing rate in all areas for these students Staff Responsible for Monitoring: Chief Academic Officer, Principal, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: NHS will meet standard for 2021 Accountability and Increase Distinction Designations.

Performance Objective 2: NHS will have a 90% pass rate for students who still need to pass an EOC STAAR test.




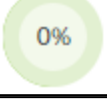
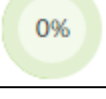
Evaluation Data Sources: EOC Scores for students who failed an EOC class with a waiver during the 2019-2020 school year


Strategy 1: Provide Apex EOCs tutorials for students who still need to pass an EOC based on last years success/failure of the class and provide them the tutorial time and teacher to help the areas where their are learning gaps. Strategy's Expected Result/Impact: Students passing required EOCs for graduation Staff Responsible for Monitoring: Academic Dean, Testing Coordinator	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students, as well as students working to meet grade level standards on EOCs Strategy's Expected Result/Impact: EOC Scores Staff Responsible for Monitoring: Academic Dean, Principal, Staff	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Use Eduphoria program to target interventions for students failing EOC to see students gaps in previous EOCs. Strategy's Expected Result/Impact: Increase EOC scores	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: Utilize the RTI process to identify needs for individual students and focus intervention efforts Strategy's Expected Result/Impact: EOC Scores Staff Responsible for Monitoring: Academic Dean, Counselor Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 5: Professional Learning Communities will be used as a time to discuss data and intervention strategies to help students who need to succeed on EOCs Strategy's Expected Result/Impact: Student Success on EOCs and in the classroom Staff Responsible for Monitoring: Academic Dean, Principal, teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				





Strategy 6: Provide remedial summer learning instruction for any student who has not passed EOC exams Strategy's Expected Result/Impact: EOC pass rate Staff Responsible for Monitoring: Principal, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 7: In the RTI process teachers will use data from previous assessments and curriculum guides to help focus on the gaps where students are showing struggles in learning (which TEKS). Strategy's Expected Result/Impact: Student success on EOCs Staff Responsible for Monitoring: Principal, Academic Dean, Teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 8: AEP will be considered as a placement for students who may need higher levels of RTI and may be further behind so that the students can get the instruction and credit they need. Strategy's Expected Result/Impact: Student success and graduation Staff Responsible for Monitoring: Principals, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: NHS will meet standard for 2021 Accountability and Increase Distinction Designations.

Performance Objective 3: Navarro High School administration, counselors, and stakeholders will explore and implement where appropriate) more rigorous courses. (for example, honors classes for sophomores and SAT/ACT/TSI prep classes)

Strategy 1: In January, a finalization will take place of the courses NHS will add that increase the overall rigor for our students. Strategy's Expected Result/Impact: 1) Students success on the SAT/ACT, AP and overall college readiness will improve 2) Student participation in SAT, ACT, AP exams will improve Staff Responsible for Monitoring: Principal, Academic Dean, Counselors, Department Heads	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: Based on projected SAT/ACT results, comparable curriculum for courses supporting SAT/ACT competencies will be reviewed to determine potential course expansions at NHS. Strategy's Expected Result/Impact: More success on the SAT/ACT for students Staff Responsible for Monitoring: Principal, Academic Dean, Counselors, Teacher	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Provide PSAT, ASVAB testing opportunities for students. Strategy's Expected Result/Impact: College career readiness; PSAT/ASVAB participation Staff Responsible for Monitoring: Counselors, Principals, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: Increase participation in Dual Credit courses through regular opportunities for qualifying testing on TSI and the use APEX TSI tutorials to prepare for the test. We will continue testing all junior level students Strategy's Expected Result/Impact: Check dual credit enrollment by semester Staff Responsible for Monitoring: Academic Dean, Counselors	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 5: Involve the district GT Coordinator in college and career counseling for GT students Strategy's Expected Result/Impact: student contact logs Staff Responsible for Monitoring: Principal, Academic Dean, Chief Academic Officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				








Strategy 6: Provide SAT/ACT/TSI tutorials for all juniors and seniors through APEX. Strategy's Expected Result/Impact: Increase performance on SAT/ACT or TSI; college readiness. Staff Responsible for Monitoring: Principal, Academic Dean, College and Career Counselor	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: NHS will implement communication processes and procedures to maximize communication and parent involvement.

Performance Objective 1: NHS will host at least one parent event per semester to support parent, teacher, campus relations.







Evaluation Data Sources: Calendar evidence of events and sign in sheets as needed

Strategy 1: NHS will host an open house for parents and students to meet teachers and learn about the classes. Strategy's Expected Result/Impact: more parental engagement Staff Responsible for Monitoring: HS admin team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: In the Spring of 2021, NHS will host a college focus night to help parents/guardians with FAFSA needs, college questions, and guidance counseling support. Strategy's Expected Result/Impact: College readiness and college acceptance Staff Responsible for Monitoring: NHS HS admin, counselors	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Teachers will post pacing guides/lesson plans in Canvas to support parent/guardian communication of classroom expectations, topics and course materials. Strategy's Expected Result/Impact: greater parent/guardian involvement in their students classes Staff Responsible for Monitoring: NHS Admin team, teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: NHS will implement communication processes and procedures to maximize communication and parent involvement.

Performance Objective 2: The High School will increase their use of communication outlets to improve communication and outreach to all stakeholders.






Evaluation Data Sources: Parental involvement numbers, surveys








Strategy 1: Through the program Thrillshare, weekly postings to the website and social media will be made to keep parents and community members updated on school events and programs. Strategy's Expected Result/Impact: Improve parent and community involvement Staff Responsible for Monitoring: Admin Team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: NHS will utilize text messaging, call out systems, standard mail and email to support multiple forms of communication among parents and community members in an effort to reach all stakeholders. Strategy's Expected Result/Impact: Greater parent involvement, better knowledge of the events at NHS Staff Responsible for Monitoring: NHS Admin	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: NHS will implement communication processes and procedures to maximize communication and parent involvement.

Performance Objective 3: NHS will recruit and inform parents of opportunities to serve and be involved on the campus

Evaluation Data Sources: community surveys




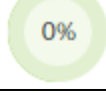
Strategy 1: NHS will seek input from parents and community members in campus improvement and planning committees through recruitment efforts among staff and existing parent advocacy groups for participation on various committees per district policy. Strategy's Expected Result/Impact: meeting sign in sheet Staff Responsible for Monitoring: CIP Committee	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: Parents and community members will be informed of school activities and performances on district website, marquee, email directories, twitter, Facebook, and call out systems. Strategy's Expected Result/Impact: Website tracking, current input on web, marquee, and call out systems to include social media tracking Staff Responsible for Monitoring: Principal, Web Master,	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Campus administration will communicate with parents and students through daily announcements that will be posted on the website, marquee, or call out alert system and central posting area on campus. Parents can also sign up for a listserv to receive daily announcements. Strategy's Expected Result/Impact: teacher surveys, publication proof Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: Campus administrators will utilize email, faculty meetings, and PLC time to communicate with faculty and staff. Strategy's Expected Result/Impact: teacher surveys, meeting sign-in sheets, agendas, Staff Responsible for Monitoring: Principals, leadership team, core content teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 5: Parents will be notified of student discipline referrals Strategy's Expected Result/Impact: parent surveys, admin discipline log Staff Responsible for Monitoring: Asst. Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				




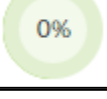
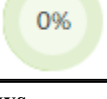
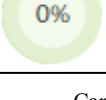
Strategy 6: Parents will be provided access to student grading and attendance information through Ascender Parent Portal and Canvas parent access. Strategy's Expected Result/Impact: student success in the classroom Staff Responsible for Monitoring: Principals, teachers, academic dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 7: Orientation programs for incoming 8th graders and parents will be conducted to support the transition to high school and provide an opportunity for parents and students to learn about campus programs and opportunities. Strategy's Expected Result/Impact: Connecting 8th graders to HS programs to support success. Staff Responsible for Monitoring: Principals, counselors, academic dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 8: Develop consistent communication protocols between teachers and the academic dean to support programming and consistent communication processes for monitoring at-risk students and providing data and information to students and parents concerning student success outcomes. Strategy's Expected Result/Impact: Information to pass along to parents to increase parent role in student success Staff Responsible for Monitoring: Principal, Academic Dean, at risk logs, email logs, call logs	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: NHS will implement drop out and attendance processes and procedures to support student graduation plans and goals.

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

Evaluation Data Sources: Student Graduation Plans, accountability ratings

Strategy 1: Support programs (ie. Special Education, ESL, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students through counselor and nurse referrals either to the district or outside community services. Strategy's Expected Result/Impact: Counselor, Sp Ed, Nurse	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: Provide appropriate curriculum supports to meet individual student needs (Apex, distance learning, AP courses, dual credit, CTE, etc) based on the parent/guardian, teacher, and administration input to identify best student supports to foster academic success. Strategy's Expected Result/Impact: Promote college and career readiness; prevent student drop out, improve graduation rates. Staff Responsible for Monitoring: Principal, Counselors, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: Attendance letters, parent phone calls and home visits will be utilized to improve attendance rates for any students with 10 or more absences. Strategy's Expected Result/Impact: Improved Attendance; drop out prevention; improve course completions; reduce failure rates. Staff Responsible for Monitoring: Principal, Registrar, admin staff	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 4: NHS will utilize court system to enforce compulsory school attendance laws. Strategy's Expected Result/Impact: student attendance Staff Responsible for Monitoring: registrar, Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				

Strategy 5: NHS will maintain an Alternate Education Program (AEP) to support accelerated online opportunities for students to complete courses for accelerated graduation or credit recovery. Strategy's Expected Result/Impact: Drop out prevention; Improved graduation rates; increased credit completion. Staff Responsible for Monitoring: Principal, Academic Dean, Teacher	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 6: Conduct attendance committee meetings to review each instance of a student having 10 or more absences Strategy's Expected Result/Impact: attendance rates, credit recovers placements Staff Responsible for Monitoring: Asst. Principal, Attendance committee	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 7: Develop and implement systematic tracking of all campus "leavers". Strategy's Expected Result/Impact: Increases completion rates, PEIMS data Staff Responsible for Monitoring: Attendance Clerk, Academic Dean, Assistant Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 8: Identify and monitor 9th grade students for at-risk behaviors based on attendance and classroom performance. Strategy's Expected Result/Impact: Prevent at-risk student behaviors; improve attendance rates; improve course completion rates; maintain on grade level progression through HS courses. Staff Responsible for Monitoring: Asst. Principal, Counselors and 9th grade teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 9: Model appropriate attendance behaviors for students through strategies developed and implemented on the campus to improve staff attendance. Strategy's Expected Result/Impact: Staff attendance record and record Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 10: Review weekly reports of students absences to prevent truancy or credit completion concerns. Strategy's Expected Result/Impact: Improved student attendance; prevent truancy issues. Staff Responsible for Monitoring: Asst. Principal, Registrar	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				




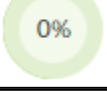
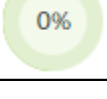




Strategy 11: Develop systemic practices for tracking students enrollment, participation and completion of CCMR credits beginning freshman year. Strategy's Expected Result/Impact: 100% students receiving CCMR credit. Staff Responsible for Monitoring: Academic Dean, Counselor, Principal	Reviews			
	Formative			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: Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.

Performance Objective 1: NHS will support the professional learning and certification of existing teachers, while seeking highly qualified applicants to meet the instructional needs of the campus demographics.

Evaluation Data Sources: Teacher survey








Strategy 1: Provide teachers and staff with a PD survey each semester to identify classroom needs and focus professional development on existing and emerging instructional needs and areas of professional growth. Strategy's Expected Result/Impact: Improved classroom success; focused professional development Staff Responsible for Monitoring: Admin Team, Department Chairs	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
Strategy 2: Using walkthrough and observation data, the admin team will review trends and patterns among classroom instructional practices to ensure a consistent, rigorous instructional program for students. Strategy's Expected Result/Impact: Improved teachers success in the classroom, teachers feeling like they have been coached and improve their craft Staff Responsible for Monitoring: Admin team, department heads	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
Strategy 3: All teachers and paraprofessionals will meet state and local federal guidelines for certification. Strategy's Expected Result/Impact: Certificates in central office Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	
Strategy 4: New teachers will receive orientation training. Strategy's Expected Result/Impact: Teacher retention rate Staff Responsible for Monitoring: Chief Academic Officer	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
			0%	

Strategy 5: Teachers will receive professional development based on identified needs from the teacher, evaluations, surveys, and administration. Trainings could include but are not limited to AP institutes, subject and grade level trainings, diverse needs of students, behavior management, technology and technology integration, data disaggregating, emergency procedures, CTE, certificates, ESL, Special Education, and advanced academics. Strategy's Expected Result/Impact: Teacher efficacy and student success Staff Responsible for Monitoring: Principal, District Directors	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 6: Establish a leadership team of campus representatives to support the overall success of the campus. Strategy's Expected Result/Impact: Teacher efficacy Staff Responsible for Monitoring: HS Admin	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 7: Continue partnership with TSU and TLU in student teaching programs. Strategy's Expected Result/Impact: produce highly qualified candidates Staff Responsible for Monitoring: Principal and University supervisors	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 8: Additional teachers will be added in special education, band and two core areas as needed. Strategy's Expected Result/Impact: Improved student to teacher ratio with these areas Staff Responsible for Monitoring: Principal Targeted Support Strategy	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 9: Teachers will use Student Learning Objectives (SLOs) to monitor student growth in targeted areas of their course curriculum. SLO data will be used to support T-TESS data. Strategy's Expected Result/Impact: Student success Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Navarro High School will develop and implement a detailed plan for new teachers that includes observations, monthly reflections with a mentor and or administrator, and coaching observations.

Evaluation Data Sources: completed new teacher plan for the campus in addition to the district programs established

Strategy 1: New teachers will be required to observe at least five other classes during their first semester and write a reflection on classroom observations. Strategy's Expected Result/Impact: Improved students success, teacher efficacy Staff Responsible for Monitoring: Admin team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 2: New teachers will be observed by veteran teachers at least twice in the first semester to have a non-evaluative conversation on what worked and what did not work. Strategy's Expected Result/Impact: Improve students success, teacher efficacy Staff Responsible for Monitoring: Admin team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 3: To recruit highly qualified staff high school staff and new staff, NHS will work with the Human Resources department to post job openings on pertinent websites and news outlets. Strategy's Expected Result/Impact: A deeper pool of qualified candidates Staff Responsible for Monitoring: Principal, HR	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
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Goal 5: NHS will implement programs, processes and procedures to support the social, emotional, health and safety needs of the student body.



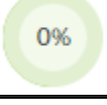
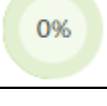




Performance Objective 1: Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. Parent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

Evaluation Data Sources: Parent and Teacher Surveys

Strategy 1: Provide canine drug detection. Strategy's Expected Result/Impact: PEIMS 425 report Staff Responsible for Monitoring: Administration, Private Company Funding Sources: - SCE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Campus Counselors will develop relationships with outside mental health and family support agencies to support students and families needing mental health services, family counseling or specified counseling services related to individual needs. Strategy's Expected Result/Impact: Provide appropriate counseling and services to students and families to meet needs. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion. Strategy's Expected Result/Impact: Student achievement; 425 report; daily climate Staff Responsible for Monitoring: Administration Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: ISS/AEP with a single teaching professional managing work and scheduling for all students. Strategy's Expected Result/Impact: Contact and assignment logs in classroom Staff Responsible for Monitoring: Restructured ISS/AEP with a single teaching professional managing work and scheduling for all students. Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: A character education program will be included into the ISS discipline program. Strategy's Expected Result/Impact: PEIMS 425 report; daily occurrences Staff Responsible for Monitoring: Assistant principal I.S.S. Coordinator Funding Sources: - Local Funds, - SCE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 6: 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. Strategy's Expected Result/Impact: No unidentified and approved visitors on campus Staff Responsible for Monitoring: All staff Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 7: Consistent enforcement of campus wide rules. Strategy's Expected Result/Impact: T-TESS; PEIMS 425 report; teacher surveys Staff Responsible for Monitoring: All staff Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 8: Counseling will include: bullying, dating violence, and sexual harassment. Strategy's Expected Result/Impact: Parent and staff surveys Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 9: An evidence-based alcohol awareness instructional program will be incorporated for students from the approved providers lists as per SB 1344. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Principal, Counselor Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 10: Support efforts of the SHAC (School Health Advisory Council) in implementing services. Strategy's Expected Result/Impact: SHAC; Fitnessgram results Staff Responsible for Monitoring: Nurse, Principal, Counselor, SHAC Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 11: Promote safe and healthy life choices through PE, counseling services, and character education. Strategy's Expected Result/Impact: Parent and staff surveys Staff Responsible for Monitoring: Teachers, counselor, SHAC, Nurse	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 12: 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. Strategy's Expected Result/Impact: Counselor contact logs Staff Responsible for Monitoring: Counselors Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 13: Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrators making the placement and daily updates of placement from DAEP coordinator. Strategy's Expected Result/Impact: Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, DAEP Instructor. Funding Sources: - Local Funds - \$0	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 14: Campus will hold an anti-bullying assembly sponsored by US Army. Strategy's Expected Result/Impact: Better student understanding of types of bullying and appropriate responses as well as student supports. Staff Responsible for Monitoring: Counselor and Campus administration Funding Sources: No cost to campus - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 15: All adults and students are being trained in ALICE protocol for response to potential active shooter scenarios. Strategy's Expected Result/Impact: Better autonomy on the part of all members of the campus that will lead to the use of appropriate survival strategies in the event of a serious event. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 16: Student and community presentation of Shattered Dreams event to address drinking and driving. Staff Responsible for Monitoring: Principal, staff representatives, community liaisons Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 17: Participate in programs such as Red Ribbon Week to support the message of safe and drug free schools and life choices Strategy's Expected Result/Impact: Student involvement, increase awareness in risky drug use, participation Staff Responsible for Monitoring: Counselor, Nurse	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 18: Provide individual counseling and conflict resolution for at risk students. Strategy's Expected Result/Impact: Drop out prevention, student completion of courses, mental health supports. Staff Responsible for Monitoring: Counselors, Academic Dean, AP	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				








Strategy 19: Update Crisis Prevention Institute training for core team members (CPI). Strategy's Expected Result/Impact: Effective handling of crisis situation Staff Responsible for Monitoring: Core team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 20: The campus will maintain the "Stop the Bleed" packages around the campus in case of emergency. Strategy's Expected Result/Impact: to help in an emergency situation Staff Responsible for Monitoring: Nurse, Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 21: NHS will provide training to staff and personnel in "Stop the Bleed" procedures yearly. Strategy's Expected Result/Impact: Meet Stop the Bleed annual training requirement. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 22: Ensure that all 9-12th grade students are provided with the opportunity to complete the "stop the bleed" training program. Strategy's Expected Result/Impact: Meet statutory training requirements for students. Staff Responsible for Monitoring: Academic Dean, Counselors, Principal.	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: NHS will promote the effective, efficient and timely use of technology to support student learning.

Performance Objective 1: Classroom use of technology will continue as part of the implementation of student one-to-one initiative.

Strategy 1: Support and train High School Level CTE teachers to support Industry Certification areas and continuing education requirements for program offerings. Strategy's Expected Result/Impact: Improved student performance and increased professional certifications. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Students will have access to electronic databases. Strategy's Expected Result/Impact: Documented student access. Staff Responsible for Monitoring: Librarian Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: The library will maintain current library management software. Strategy's Expected Result/Impact: Usage reports. Staff Responsible for Monitoring: Librarian Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: The campus will maintain and update the electronic student management system. Strategy's Expected Result/Impact: Data Audit = 90% of student contact data will be entered by due date. Staff Responsible for Monitoring: Registrar Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: The campus will maintain and update an electronic health database. Strategy's Expected Result/Impact: Data Audit - 95% of student health information will be entered by due date. Staff Responsible for Monitoring: Nurse; Technology Director Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 6: The campus will maintain and update a campus website. Strategy's Expected Result/Impact: Statistical reports; parent surveys Staff Responsible for Monitoring: Campus Webmaster Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 7: All professional personnel will maintain a web page for parent communication. Strategy's Expected Result/Impact: Data audit - 100% of professional staff have weekly updated pages Staff Responsible for Monitoring: Staff	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 8: Teachers will use the school provided electronic program to record attendance and grades. Strategy's Expected Result/Impact: Attendance records; grade records Staff Responsible for Monitoring: Registrar; Principal Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 9: Every high school student will have a Chromebook issued to them for school and home use. It will be a tool for daily use. Strategy's Expected Result/Impact: Walkthroughs and evaluations Staff Responsible for Monitoring: Principal, Technology Director Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 10: Student access to CTTC for technology courses. Strategy's Expected Result/Impact: Course completion and participation rates Staff Responsible for Monitoring: Academic Dean, Counselor Funding Sources: - Local Funds, - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 11: Continue student participation in on-line dual credit classes. Strategy's Expected Result/Impact: Course completion and participation rates Staff Responsible for Monitoring: Academic Dean, Counselor Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 12: Update technology software and hardware for technology classes. Strategy's Expected Result/Impact: New software and equipment Staff Responsible for Monitoring: Technology Director Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 13: The campus will comply with all CIPA (Children's Internet Protection Act) requirements. Strategy's Expected Result/Impact: Lesson plans; parent surveys Staff Responsible for Monitoring: Technology Director Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 14: All students will be instructed on internet safety. Strategy's Expected Result/Impact: Completion through English courses with instructional technologist Staff Responsible for Monitoring: Instructional Technologist Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 15: Instructional technologist will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter. Strategy's Expected Result/Impact: Walkthroughs and T-TESS Staff Responsible for Monitoring: Chief Instructional Officer, Principal Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov





Strategy 16: Maintain and support the use of mobile teacher devices to support classroom instruction. Strategy's Expected Result/Impact: More efficient use of technological resources Staff Responsible for Monitoring: Chief Instructional Officer Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 17: Teachers will use the Canvas program to help support on-line and in-person students and will place assignments, instructional support, and lesson plans to support all learners. Strategy's Expected Result/Impact: Student success in the classroom Staff Responsible for Monitoring: Principals, teachers, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 18: Canvas training will be provided to teachers and staff to support students instructional needs in person and at home. Strategy's Expected Result/Impact: Teacher efficacy, student success Staff Responsible for Monitoring: Principal, Technology team, District Instructional staff, Academic Dean	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
Strategy 19: Teachers will use instructional strategies that support remote or at-home learners. This can include but is not limited to one-on-one zoom meetings, alternate assignments, break out rooms, etc. Strategy's Expected Result/Impact: Student success Staff Responsible for Monitoring: Principals, teacher, instructional team	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: NHS will promote career readiness and career pathways to support student transitions into the workforce.

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 Sources: Student's Four Year Plan.

Strategy 1: Utilize ONET, classroom presentations and Career Choices Program for student planning and college/career investigation. Strategy's Expected Result/Impact: Four year plans on file Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds, - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 2: Utilize Career Center for increased student/parent access to information about further education/ employment. Strategy's Expected Result/Impact: Increased use of resources Staff Responsible for Monitoring: Counselor; Academic Dean Funding Sources: - Local Funds, - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 3: Provide enhanced learning opportunities through distance learning with Alamo Colleges and the Texas Virtual School network. Strategy's Expected Result/Impact: Increased number of students accessing coursework Staff Responsible for Monitoring: Academic Dean Funding Sources: - Local Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 4: Provide students career-centered courses with opportunities to achieve certifications in CTE fields. Strategy's Expected Result/Impact: Number of students enrolled in CTE courses Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 5: Provide classroom guidance to grades 9-12 on college & career planning. Strategy's Expected Result/Impact: Students will feel comfortable applying for college admission or jobs Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 6: Information meetings for special education and 504 parents to facilitate the transition to post graduation support for students. Strategy's Expected Result/Impact: ARD documents referencing transition meetings Staff Responsible for Monitoring: Special ed. Teachers, Principal, 504 coordinator. Funding Sources: - Local Funds, - SPED Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 7: Continued expansion of CTE strand for health sciences as well as the addition of engineering and computer maintenance to address top employment areas for students in local job market. Strategy's Expected Result/Impact: Students will have training opportunities in a field with high employment opportunities Staff Responsible for Monitoring: Principal, CTE Coordinator Funding Sources: - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 8: Continue partnership with local company(CMC Steel) to provide students in agricultural mechanics classes with current industry support in areas such as welding and electrical applications. Strategy's Expected Result/Impact: Students will have the opportunity to learn and establish industry relationships through project completed within the partnership Staff Responsible for Monitoring: Principal, CTE Coordinator Funding Sources: - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 9: Continue freshman level course to explore and establish initial 10 year plans for students with a target on pathways for future career choices for students. It will be a required course for all 9th graders. Strategy's Expected Result/Impact: Students will get an opportunity to set goals and make plans for secondary success and beyond. 9th grade course completion and failure rates 9th grade attendance rates Staff Responsible for Monitoring: Principal, Academic Dean, CTE Coordinator Funding Sources: - CTE Funds	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy 10: Provide tours and campus presentations for local business, manufacturing and health care opportunities. Strategy's Expected Result/Impact: Increased awareness of local employment market opportunities Staff Responsible for Monitoring: College Career Counselor, CTE Director	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

State Compensatory

Budget for Navarro High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 31 6142 40 001 1 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,356.00
199 11 6119 40 001 1 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$91,443.00
199 31 6119 40 001 1 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$31,634.00
199 11 6122 40 001 1 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6129 40 001 1 24 0 00	6129 Salaries or Wages for Support Personnel	\$6,514.00
199 11 6141 40 001 1 24 0 00	6141 Social Security/Medicare	\$1,328.00
199 31 6141 40 001 1 24 0 00	6141 Social Security/Medicare	\$443.00
199 11 6142 40 001 1 24 0 00	6142 Group Health and Life Insurance	\$3,587.00
199 11 6144 40 001 1 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,614.00
199 31 6144 40 001 1 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,613.00
199 11 6146 40 001 1 24 0 00	6146 Teacher Retirement/TRS Care	\$3,345.00
199 31 6146 40 001 1 24 0 00	6146 Teacher Retirement/TRS Care	\$865.00
6100 Subtotal:		\$151,242.00
6200 Professional and Contracted Services		
199 11 6299 00 001 1 24 0 00	6299 Miscellaneous Contracted Services	\$7,650.00
6200 Subtotal:		\$7,650.00
6300 Supplies and Services		
199 11 6399 00 001 1 24 0 0 00	6399 General Supplies	\$21,000.00
199 11 6399 44 001 1 24 0 00	6399 General Supplies	\$500.00
6300 Subtotal:		\$21,500.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199 11 6411 00 001 1 24 0 00	6411 Employee Travel	\$250.00
6400 Subtotal:		\$250.00

Personnel for Navarro High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anissa Ebert	Instructional Aide	Special Education/Resource	.25
Bernice Voigt	Teacher	DAEP/AEP	.28
Caleb Murrile	Teacher	DAEP/AEP	.14
Christy Bloom	Instructional Aide	Special Education/Resource	1.0
Darla Perron	Teacher	Special Education/Resource	.43
Kathleen Taddy	Teacher	Special Education/Resource	.50
Kelli Gates	Counselor	504 Coordinator	.25
Kris Cavazos	Teacher	DAEP/AEP	.14
Matthew Godfrey	Teacher	DAEP/AEP	.14
Robyn Steffen	Counselor	504 Coordinator	.25