Navarro Independent School District

Navarro Intermediate 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

Mission Statement

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 taht score meets grade level or above on STAAR Reading will incresase 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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: December 10, 2020

Needs Assessment Overview

Annual CNA Process:

The District and campus administrators review the goals set forth by the Board of Trustees each year. Professional Learning Committees meet on campus to review and examine multiple sources of campus data including the Texas Academic Performance Report. The campus PLCs analyze collected data to identify campus strengths and needs. These needs are the foundation of the development and updating of the annual campus improvement plan. The results of the annual campus needs assessment help the Campus Improvement Committee (CIC) to identify strategies and activities to address identified strengths and needs. Priorities and needs correlate with justifications for ESSA program expenditures. The NIS Campus Improvement Committee (CIC), which consists of campus administrators, teachers, parents, community and business representatives, began conducting a comprehensive needs assessment for the 2020-2021 school year at the beginning of August. Updates and revisions occurred in October, November and December of the 2020 school year, and revisions will continue throughout the year as needed. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

Demographics

Demographics Summary

The Navarro Intermediate School is located in the Navarro Independent School District and it is comprised of approximately 402 4th-6th grade students. The ethnic make up for the campus is as follows:

Total Enrollment: 402

American Indian/Alaskan	1	.25%
Asian	3	.75%
Black/African American	5	1.25%
Hispanic/Latino	181	45.14%
White	199	49.63%
Hawaiian/Pacific Island	1	.25%
Two or More	11	2.74%

Demographics Strengths

The teachers at NIS work diligently to provide students with meaningful instruction that will challenge them in a supportive and positive learning environment.

NIS received a campus rating of B from the Texas State Accountability System. Our demographic strengths include:

1. NIS has a high teacher retention rate with 80.1% of our teachers having five or more years of teaching experience.

2. The current average attendance rate of all students at NIS is 96% with only 5.24% of all students at NIS having chronic attendance issues. With the COVID-19 school closures, the NIS campus is working diligently to maintain a high attendance rate whether students are remote or in-person.

3. The NIS campus has a low student retention rate.

4. The NIS campus has seen an increase in the number of teachers that are completing ESL and GT certifications. Also, currently 25.4% of the teaching staff hold Masters degrees and several have completed specialized training such as Reading by Design or Response to Intervention.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ELL students need a variety of support services to be academically successful. Teachers of these students need additional resources and SIOP strategy training to fully support our ELL students who are at-risk. **Root Cause:** The Intermediate campus has seen an increase in the number of enrolled ELL students who are considered academically at-risk.

Problem Statement 2 (Prioritized): As a result of the COVID-19 pandemic, parent engagement with student learning has declined. **Root Cause:** Participation in school activities is currently hindered by COVID-19 restrictions and parents struggle with learning new technology programs to assist their students and accessing the school when supports are needed.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set by the Texas Education Agency in order to receive a Met Standard rating. The Navarro Intermediate campus achieved a B rating for the 2018-2019 school year and met the following state targets:

Index 1: Student Achievement = 85

Index 2: Student Progress = 80

Index 3: Closing Performance Gaps = 75

Due the COVID-19 outbreak, all Texas public school were in mandatory closure from March 16, 2020 to May 28, 2020 and the Texas Accountability system was suspended due to the inability of the state to administer credible STAAR tests during the closure.

Student Learning Strengths

The 2019 STAAR Performance Data is the most current state data available for review. During the 2019 STAAR administration, 418 students were tested at the Intermediate campus. The following is an overview of our campus performance:

Reading grades 4-6

346 students achieved the Approaches GL standard or Above

199 students achieved the Meets GL standard or Above

101 students achieved the Masters GL

Mathematics grades 4-6

386 students achieved the Approaches GL standard or Above

288 students achieved the Meets GL standard or Above

158 students achieved the Masters GL

Science grade 5 - 141 students were assessed

114 students achieved the Approaches GL standard or Above

82 students achieved the Meets GL standard or Above

47 students achieved the Masters GL

According to this data review,

1. All areas of Reading, Math, and Science exceeded state passing standards.

2. Masters Level STAAR scores are higher than state averages in Reading, Math, and Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our English Language Learners are under performing on all STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 35% meets standard, and 7% masters standard. **Root Cause:** There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..

Problem Statement 2 (Prioritized): Our campus Academic Growth, according to STAAR, received a D rating and we did not receive any academic distinctions. **Root Cause:** There is a need to Increase targeted RTI groups to focus on attaining 5% yearly academic growth in all academic areas including reading, writing and math.

Problem Statement 3 (Prioritized): Overall STAAR writing scores were at 62% for all students which is below the state average of 67%. **Root Cause:** Writing instruction and practices are not fully embedded across all instructional content areas. There is an increased need for targeted writing intervention and instruction at all grade levels.

Problem Statement 4 (Prioritized): Students being served through Special Education supports continue to be outperformed by their peers. **Root Cause:** While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.

Problem Statement 5 (Prioritized): Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS. **Root Cause:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or " Masters" level of achievement.

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, parent and community members in understanding the flow of instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative and uses the TEKS Resource System as a foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide a sequence for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. The TEKS Resources 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. NIS also uses Eduphoria Aware to house and analyze student testing and academic performance data. The reporting feature of Aware allows teachers to review in-district 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. NIS also participated in Explicit Instructional training to assist with lesson design that promotes classroom management and engagement.

NIS also uses MAP (Measures of Academic Progress) 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 a school year. This diagnostic tool provides instructional goals for students and helps identify instructional gaps among students, classes and content areas. These assessments are used in combination with STAAR, classroom assessment data and Professional Learning Communities to help make sound instructional decisions focused on student needs.

School Processes & Programs Strengths

In order to ensure our students are learning and retaining information, a strong focus is placed on instruction development through effective curriculum planning. Staff members are involved in Professional Learning Communities to assist with vertical and horizontal alignment of curriculum and curriculum resources. These meetings specifically address curriculum effectiveness and student performance outcomes. Weekly Response to Intervention (RTI) meetings are held to allow for the Student Success team to meet and discuss with the campus stakeholders our most at-risk student population. During these regular meetings, we are able to further identify targeted instructional strategies or interventions that ensure all students receive quality instruction and meet targeted goals to reach their fullest potential.   Also, the faculty, staff and students at NIS create a welcoming and safe environment that is conducive to learning. Our healthy school environment allows us to recruit and retain highly qualified staff. All staff members are able to utilize data analysis tools, TEKS resources and opportunities for staff development to improve instructional practices, which also contributes to a positive and effective learning environment. In order to address student behavior, a Positive Behavior Intervention Support (PBIS) system has been implemented with established schoolwide goals and input from all stakeholders. Consistent Staff Development opportunities are provided to all staff so that specific instructional needs can be addressed and the staff can customize training based on their identified professional goals. Technology is readily available to all staff members and students through the district 1:1 initiative, and training has been provided by the district to improve instruction and seamless integration. An ELL course was created in the 6th grade schedule this year to focus on the linguistic needs, primarily reading and writing, of many of our low-performing or at-risk English Language Learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): English Language Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.
Root Cause: ELLs may not be receiving the level of academic vocabulary they need to be successful.

Problem Statement 2 (Prioritized): There is a continued need for RTI supports and intervention training to support at-risk learners. **Root Cause:** The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.

Perceptions

Perceptions Summary

NIS values strong working relationships with our stakeholders. We continue to work to provide our students with facilities that are inviting and inspire a learning community. We value and want to attract a diverse staff that engages our students, and we want to meet the specific needs of all of our students. NIS works to provide a culture that is positive and welcoming to all of our students and community members. NIS works with several organizations to help our students make sound decisions and maintain a safe environment.

Perceptions Strengths

As NIS works to promote the perceptions of our campus, there is a strong working relationship with the PTO. Also, in line with our campus values, we strive to teach our students the Seven Habits of being an effective Leader through the Leader in Me curriculum program. Our goal is to teach our students about diversity and the importance of accepting and understanding other cultures or interests. There are several after school activities available for students which include UIL academics, Robotics Club, Choir, Book Club, Campus Beautification, and Latin Voyagers. A student Lighthouse Committee has been established as a campus youth leadership team, and these students meet regularly to identify projects and activities that will positively impact the school community including participating in community service projects and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Ensuring a positive campus culture and a shared vision is maintained. **Root Cause:** There needs to be a continued focus on a shared vision and encouragement of candid conversations and campus-wide collaboration to maintain a healthy school culture and positive learning environment.

Priority Problem Statements

Problem Statement 4: ELL students need a variety of support services to be academically successful. Teachers of these students need additional resources and SIOP strategy training to fully support our ELL students who are at-risk.

Root Cause 4: The Intermediate campus has seen an increase in the number of enrolled ELL students who are considered academically at-risk.

Problem Statement 4 Areas: Demographics

Problem Statement 5: As a result of the COVID-19 pandemic, parent engagement with student learning has declined.

Root Cause 5: Participation in school activities is currently hindered by COVID-19 restrictions and parents struggle with learning new technology programs to assist their students and accessing the school when supports are needed.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our English Language Learners are under performing on all STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 35% meets standard, and 7% masters standard.

Root Cause 6: There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our campus Academic Growth, according to STAAR, received a D rating and we did not receive any academic distinctions.

Root Cause 7: There is a need to Increase targeted RTI groups to focus on attaining 5% yearly academic growth in all academic areas including reading, writing and math.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Overall STAAR writing scores were at 62% for all students which is below the state average of 67%.

Root Cause 8: Writing instruction and practices are not fully embedded across all instructional content areas. There is an increased need for targeted writing intervention and instruction at all grade levels.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students being served through Special Education supports continue to be outperformed by their peers.

Root Cause 9: While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS.

Root Cause 10: By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students

achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or "Masters" level of achievement.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: There is a continued need for RTI supports and intervention training to support at-risk learners.

Root Cause 11: The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: English Language Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.

Root Cause 12: ELLs may not be receiving the level of academic vocabulary they need to be successful.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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 engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Navarro Intermediate will provide a learning experience that promotes a healthy, respectful and positive environment within the diverse Navarro ISD family.

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

Strategy 1: The NIS Campus will participate in Red Ribbon Week activities.	Reviews			
Strategy's Expected Result/Impact: Parent surveys	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor	**Mar**	**June**	**Sept**	**Nov**
ESF Levers: Lever 3: Positive School Culture				

Strategy 2: Teachers will follow a consistent standard for behavior intervention using a PBIS model. As the teachers establish expectations for student behaviors, and consistently follow the PBIS model, office referrals and time out of instruction are expected to decrease.	Reviews			
	Formative			**Summative**
	Mar	**June**	**Sept**	**Nov**
Strategy's Expected Result/Impact: Decreased discipline referrals ; Increased parent communication; Increased instructional time with fewer classroom disruptions **Staff Responsible for Monitoring:** Administrators and Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds				

Strategy 3: The NIS campus will provide monthly positive behavioral supports (awards) for students. The campus will continue a Habits Bank Account where students will keep a ledger to earn deposits or withdrawals based on a PBIS behavior model.	Reviews			
	Formative			**Summative**
	Mar	**June**	**Sept**	**Nov**
Strategy's Expected Result/Impact: Habits Bank Account Ledger; Student Performance; Student of the Week; Parent Surveys **Staff Responsible for Monitoring:** Administrators; Teachers **Funding Sources:** - Local Funds				

Strategy 4: The NIS Counselor will provide conflict resolution and social skills training to students who exhibit a need.	Reviews			
Strategy's Expected Result/Impact: PEIMS 425 record	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor	**Mar**	**June**	**Sept**	**Nov**
Funding Sources: - Local Funds				

Strategy 5: The NIS Counselor will provide crisis intervention and restorative circles when necessary for individual students.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Parent surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Counselor				
Funding Sources: - Local Funds				

Strategy 6: The counselor and nurse will collaborate with community resources to provide services to students and families in need.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Families will be connected to community service organizations when needed. Resources will be identified and facilitated.	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Counselor; Nurse				
Funding Sources: - Local Funds				

Strategy 7: A gender based lesson on maturation will be taught in 4th, 5th, and 6th grade PE classes.	**Reviews**			
Strategy's Expected Result/Impact: Increase the knowledge and understanding of wellness, hygiene and maturation	**Formative**			**Summative**
Staff Responsible for Monitoring: PE Teacher, Nurse	**Mar**	**June**	**Sept**	**Nov**
Funding Sources: - Local Funds				

Strategy 8: Bullying and Sexual Harassment issues will be covered through Counselor curriculum. The Stop It application will be used as an anonymous reporting method.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Issues are addressed in a timely manner and students have a safe method to report issues.	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Counselor, Teachers and Administrators				
Funding Sources: - Local Funds				

Strategy 9: The NIS Campus will support before and after school extra-curricular activities to include Robotics Club,UIL, Battle of the Books, and Choir to name a few.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will have early access to extra-curricular activities Student participation in extra curricular activities will increase	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Administrators, Teachers, Coaches, Parents				

Strategy 10: The NIS campus will continue to implement the Leader in Me program that will effectively include instruction on the 7 Habits of Highly Effective Kids. The Leader in Me theme will be displayed in the front office and the main hallways, and the Leader in Me curriculum will be integrated into daily classroom lessons and activities.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Develop student leadership skills and provide a positive school environment for all stakeholders. Leadership Binders; Staff and Parent Surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Administrators, Counselor, Teachers and Students				
Funding Sources: - Local Funds				

Strategy 11: D.A.R.T. Students of the six weeks will be selected by grade level teachers each grading period. They will receive recognition for their citizenship and hard work in the classroom and their photo will be displayed in the front hallway. **Strategy's Expected Result/Impact:** Student recognition for "Doing All the Right Things." **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 12: The NIS Campus will promote a healthy lifestyle through physical education curriculum and wellness objectives. In addition, campus wide activities such as Red Ribbon Week and community service projects will be implemented. **Strategy's Expected Result/Impact:** SHAC documentation Active student participation Increased student physical activity and increased Fitness Gram scores **Staff Responsible for Monitoring:** Administrators, Staff and Students	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 13: Conduct regular campus emergency drills in accordance with the district crisis management plan. Drills will include lock-downs, ALICE, tornado/weather, and fire. **Strategy's Expected Result/Impact:** Increased knowledge of an expected and timely response Log of campus drills **Staff Responsible for Monitoring:** Administrators, Staff and Students	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 14: Utilize identification security measures and maintain security cameras. **Strategy's Expected Result/Impact:** Use of RAPTOR; Visitor Logs; Security Camera operations, Student and faculty badges **Staff Responsible for Monitoring:** Administrators and Office Staff	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 15: Sixth grade students have the opportunity to select multiple elective classes including Art, Technology, Video Production, PE, Choir, Study Hall and Panther Time. **Strategy's Expected Result/Impact:** Increased opportunities to be involved in campus wide activities **Staff Responsible for Monitoring:** Counselor; Teachers	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

Strategy 16: Student leadership opportunities on campus will be developed and encouraged. Groups such as the Student Lighthouse Council will plan meaningful leadership activities for all students. **Strategy's Expected Result/Impact:** Creation of groups; sign-in sheets; Staff and Parent Surveys **Staff Responsible for Monitoring:** Administrators, Counselor, Campus Lighthouse Team, Teachers, Group Leaders	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Navarro Intermediate will provide a learning experience that promotes a healthy, respectful and positive environment within the diverse Navarro ISD family.

Performance Objective 2: NIS will maintain a variety of open communications between the staff, parents, students and community members.

Strategy 1: Parents and community members will be included in campus improvement and planning committees. Their feedback and input will help to develop campus goals that will further enhance a positive learning environment.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased parent attendance at site-based decision meetings. Parent surveys will provide valuable feedback **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 2: Parents and community members will be informed of school activities and academic performance. Information will be disseminated through weekly campus newsletters, the campus website, Facebook, Remind, and ThrillShare alerts.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parent Surveys, Campus newsletter, Campus website and Social Media pages **Staff Responsible for Monitoring:** Administrators, Teachers and Campus Webmaster **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 3: Provide written information to parents in their native language when needed and provide bilingual assistance at parent trainings or meetings.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased communication to all campus stakeholders **Staff Responsible for Monitoring:** Administrators, Counselor, Teachers, Office Staff, Bilingual Staff **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 4: Continue to collaborate with the campus PTO to foster community and school relationships.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Monthly PTO meetings Parent Surveys to identify campus wants and needs **Staff Responsible for Monitoring:** Administrators, Staff, PTO Representatives **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 5: Teachers will maintain communication with parents through classroom websites, email, REMIND text alerts, and telephone calls.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Parent communication will become more frequent Increased positive communication Parents will be informed of important campus issues Parent Surveys will provide feedback to improve communication efforts **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 6: The NIS Campus will provide monthly parent involvement activities such as Meet the Teacher, Book Fair Night, Art Showcase, Music Performances and Band Concerts as allowable.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased parental involvement Sign In Sheets to track attendance and participation	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Administrators, Teachers, Counselor				
Funding Sources: - Local Funds, - Title I Funds				

Strategy 7: Teachers will submit weekly lesson plans in Canvas and update grades in a timely manner in the Gradebook Portal.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: T-TESS expectations will be met for designing engaging lessons There will be an Increase in timely communication of grades to parents through the Grade Portal	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Administrators, Teachers				
Funding Sources: - Local Funds				

Strategy 8: The campus will maintain and update a campus website.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Statistical reports; Parent Surveys	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Campus Webmaster				

Strategy 9: All professional personnel will maintain a web page for parent communication.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans; Observations	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Principal; Assistant Principal; Campus Webmaster				

Strategy 10: All students will receive basic internet safety training during Computer and Library classes. The campus will comply with CIPA (Children's Internet Protection Act) standards. The campus newsletter will address Internet Safety for parents.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students have an increased knowledge and understanding of Internet Safety protocols. Parent Surveys will identify concerns Campus or Classroom Newsletters will further address and reinforce these protocols	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Technology Teacher, Administrators, Instructional Technology Specialist, Teachers				
Funding Sources: - Local Funds				

Strategy 11: Parents, students, teachers, and community members will have access to library information beyond the normal school day. The librarian will maintain a website allowing access to databases, online encyclopedias, AR home connection, and Destiny Library Catalog from home PC.	Reviews			
	Formative			Summative
Staff Responsible for Monitoring: Principal, Librarian	Mar	June	Sept	Nov
Funding Sources: - Local Funds				

Strategy 12: After COVID-19 restrictions are lifted, the campus will continue a WATCH D.O.G.S program to support community involvement and a positive school climate.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: WATCH D.O.G.S sign in sheet; Parent Survey	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Administrators				

Strategy 13: The campus will hold student led conferences to discuss academic goals, progress and individual campus contributions.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Effective student led conferences will be held in the Spring Sign-in sheets will illustrate parent participation	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Administrators, Teachers, Counselor				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: The Navarro Intermediate school will hire and retain highly qualified teachers by providing relevant professional development and robust mentoring programs for new teachers.

Strategy 1: All professional personnel will meet standards for technology competencies of 8th grade TEKS.	Reviews			
Strategy's Expected Result/Impact:	**Formative**			**Summative**
T-TESS; Texas Teacher Star Chart	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal Instructional Technologist				
Funding Sources: - Local Funds				

Strategy 2: Provide staff development opportunities for technology integration strategies and the SAMR model.	Reviews			
Strategy's Expected Result/Impact: Technology will be seamlessly integrated into classroom lesson plans and	**Formative**			**Summative**
instruction Technology skills will advance to the Redefinition stage of the SAMR model	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Administrators, Instructional Technology Specialist, Campus Librarian, Teachers				
Funding Sources: - Local Funds				

Strategy 3: All teachers and paraprofessionals will meet state and federal guidelines for certification.	Reviews			
Strategy's Expected Result/Impact: HQ Teacher Report	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Mar**	**June**	**Sept**	**Nov**
Funding Sources: - Title II Funds, - Local Funds				

Strategy 4: New staff will receive meaningful orientation training and ongoing mentoring supports.	Reviews			
Strategy's Expected Result/Impact: Teacher Retention Rate	**Formative**			**Summative**
Staff Responsible for Monitoring: Chief Instructional Officer, Administrators, Mentor Teachers	**Mar**	**June**	**Sept**	**Nov**
Funding Sources: - Local Funds, - Title II Funds				

Strategy 5: The NIS Campus will support vertical PLC and team meetings across the campus and district.	Reviews			
Strategy's Expected Result/Impact: PLC Notes	**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators, Chief Instructional Officer	**Mar**	**June**	**Sept**	**Nov**

Strategy 6: Attendance incentives will be offered for teachers.	Reviews			
Strategy's Expected Result/Impact: Attendance monitoring through AESOP	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Mar**	**June**	**Sept**	**Nov**

Strategy 7: Campus will provide opportunities for teachers to obtain certifications in high need areas.		Reviews			
Strategy's Expected Result/Impact: Certification completion by teachers.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		**Mar**	**June**	**Sept**	**Nov**

Strategy 8: All teachers will create and track Student Learning Objectives.		Reviews			
Strategy's Expected Result/Impact: Creation of SLO's; effective data based classroom instruction		**Formative**			**Summative**
Staff Responsible for Monitoring: Administrators, Teachers		**Mar**	**June**	**Sept**	**Nov**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Navarro Intermediate will strive to exceed State Accountability Standards and obtain Distinction Designations in the areas of Academic Achievement and Closing Performance Gaps. The NIS campus will make significant progress toward increased student achievement in all three domains of the State Accountability System.

    Evaluation Data Sources: 2021 State Accountability Summary

Strategy 1: Teachers will use benchmarks to include common assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: Failure rate; STAAR scores **Staff Responsible for Monitoring:** Administrators, Classroom Teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds		Mar	June	Sept	Nov

Strategy 2: All students who have not passed practice tests or assessments will receive intensive, targeted remediation.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: STAAR scores **Staff Responsible for Monitoring:** Principal; Grade Level Teachers; Title I Support **Additional Targeted Support Strategy** **Funding Sources:** - Title I Funds, - SCE Funds, - Local Funds		Mar	June	Sept	Nov

Strategy 3: Student Support Committee meetings will be held with the parents of any student failing one or more classes.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: Failure; retention rate **Staff Responsible for Monitoring:** Counselor; Grade Level Teachers **Funding Sources:** - Local Funds		Mar	June	Sept	Nov

Strategy 4: Ensure that eligible students receive appropriate interventions through RTI process.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: Student Support Committee; STAAR; Grades **Staff Responsible for Monitoring:** Principal; Counselor; Student Support Committee **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds		Mar	June	Sept	Nov

Strategy 5: Staff will provide supplemental reading instruction and remediation through Read 180.		Reviews			
		Formative			Summative
Strategy's Expected Result/Impact: STAAR scores; Grades **Staff Responsible for Monitoring:** Principal; Reading Intervention Specialist **Funding Sources:** - Title I Funds, - Local Funds		Mar	June	Sept	Nov

Strategy 6: Inclusion support staff will provide teacher assistance as well as in-class and pull-out support for at risk and learning disabled students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores; Grades; Teacher surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Inclusion Support Staff				
Funding Sources: - Title I Funds, - SPED Funds, - SCE Funds				

Strategy 7: Support Programs (i.e., Title 1; tutorials, special ed., ESL, counseling) will provide individualized assistance to at risk students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores; Grades; Teacher surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal; Counselor; Staff				
Additional Targeted Support Strategy				
Funding Sources: - Local Funds, - Title I Funds, - SCE Funds, - SPED Funds				

Strategy 8: Provide before, during, and after school tutorials for at risk students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Failure rate; STAAR scores	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Lab Staff				
Funding Sources: - Title I Funds, - SCE Funds, - SPED Funds				

Strategy 9: Elective teachers will include state testing strategies in lessons.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal; Elective Teachers				
Funding Sources: - Local Funds				

Strategy 10: Purchase supplemental materials to assist with individualized classroom instruction in reading/writing/ math/science.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores; Teacher surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Chief Instructional Officer Director of Information Services				
Additional Targeted Support Strategy				
Funding Sources: - Title I Funds, - Local Funds, - SCE Funds, - SPED Funds				

Strategy 11: Support for TEKS Resource System curriculum will be provided (more assessment at application level).	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: ESC 13; Chief Instructional Officer; Principal				
Additional Targeted Support Strategy				
Funding Sources: - Local Funds				

Strategy 12: Navarro Intermediate is in a shared services arrangement with Region XIII for professional development, instructional resources, and teacher support for ESL students.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: TELPAS scores; STAAR scores	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Chief Instructional Officer; ESL Teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds				

Strategy 13: Differentiation strategies will be incorporated throughout the curriculum.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: STAAR scores; Teacher surveys	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal; Teachers **Funding Sources:** - Local Funds				

Strategy 14: 6th Grade students will participate in Junior Achievement Park Activities.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Lesson Plans	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Counselor; 6th Grade Teachers **Funding Sources:** - Local Funds				

Strategy 15: Campus will utilize Instructional Technologist to increase integration of technology into classrooms.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Survey Results; Teacher lesson plans	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal; Instructional Technologist **Funding Sources:** - Local Funds				

Strategy 16: Utilize current software to enhance student achievement on state test and in the classroom (i.e. Accelerated Reader, Think Through Math, iStation, StemScopes, and iXL Math).	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: State test scores will reflect intervention.	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Librarian, Title I, Teachers, Computer Teacher **Additional Targeted Support Strategy** **Funding Sources:** - Title I Funds, - Local Funds				

Strategy 17: Students will have access to electronic databases.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 90% of the students will do a project using databases.	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Librarian, Title I, Teachers, Computer Teacher **Funding Sources:** - Local Funds				

Strategy 18: Teachers will integrate Technology TEKS into core classes.	Reviews			
Strategy's Expected Result/Impact: Students will exceed expectations on a state and locally developed Benchmark Test. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds	Formative			Summative
	Mar	June	Sept	Nov

Strategy 19: Teachers will receive professional development based on identified needs.	Reviews			
Strategy's Expected Result/Impact: T-TESS; Texas Teacher Star Chart **Staff Responsible for Monitoring:** Principal; Assistant Principal; Chief Instructional Officer **Funding Sources:** - Title II Funds, - Local Funds, - SPED Funds	Formative			Summative
	Mar	June	Sept	Nov

Strategy 20: Professional development activities will include: TEKS Resource System subject/grade level training; curricular objectives; technology / technology integration; emergency procedures; RTI; instructional strategies for special populations.	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy's Expected Result/Impact: At least 95 % approval on teacher surveys **Staff Responsible for Monitoring:** Principal; Assistant Principal; Chief Instructional Officer **Additional Targeted Support Strategy** **Funding Sources:** - Title II Funds, - Local Funds, - SPED Funds				

Strategy 21: Weekly RTI/PLC meetings will occur for the RTI team and teachers to meet during planning periods to review curriculum planning, assessments, and remediation efforts.	Reviews			
	Formative			Summative
	Mar	June	Sept	Nov
Strategy's Expected Result/Impact: At least 95 % approval on teacher surveys **Staff Responsible for Monitoring:** Principal; RTI Team,Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local Funds				

Strategy 22: Monthly campus PLC (ELA and Math) meetings will occur to align curriculum, analyze data, and target instructional gaps.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Meeting Agendas/Notes; Grade Reports; STAAR Results **Staff Responsible for Monitoring:** Principal; Assistant Principal; Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local Funds	Mar	June	Sept	Nov

Strategy 23: Campus will support the Art and Music teachers in order to incorporate Fine Arts offerings for students.	Reviews			
Strategy's Expected Result/Impact: Grade Reports **Staff Responsible for Monitoring:** Art Teacher; Music Teacher; Principal **Funding Sources:** - Local Funds	Formative			Summative
	Mar	June	Sept	Nov

	Reviews			
Strategy 24: The campus will support 6th grade Honors Math curriculum and classes.				
Strategy's Expected Result/Impact: Grade Reports; STAAR Scores Level III performance	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal; 6th Grade Honors Math Teachers	**Mar**	**June**	**Sept**	**Nov**
Funding Sources: - Local Funds				

	Reviews			
Strategy 25: The campus will support Technology Applications class for4th, 5th and 6th grade students.				
Strategy's Expected Result/Impact: Grade Reports; Computer Literacy Skills	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal; Instructional Technologist; Technology Teacher	**Mar**	**June**	**Sept**	**Nov**

	Reviews			
Strategy 26: Utilize ESC 13 ELA team to coach and collaborate for K-5 Vertical Alignment in Math and 6-12 Vertical Alignment in ELA.				
Strategy's Expected Result/Impact: Curriculum Alignment; STAAR Results	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal; Teachers; Chief Instructional Officer	**Mar**	**June**	**Sept**	**Nov**
Additional Targeted Support Strategy				

	Reviews			
Strategy 27: District Bilingual/ESL teacher will be utilized to instruct targeted ELL classes and provide additional in class support for English language learners.				
Strategy's Expected Result/Impact: Increased language acquisition skills for ELL students; increased performance on STAAR	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal; Chief Instructional Officer; Bilingual/ESL Teacher; Classroom Teachers	**Mar**	**June**	**Sept**	**Nov**
Additional Targeted Support Strategy				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: NIS will attain an attendance rate of 97.0%. NIS will support intervention processes and differentiated instruction for special needs students.

      Evaluation Data Sources: Attendance Rate; Parent Survey; 2019 Data

Strategy 1: Warning letters for excessive absences will be sent to parents prior to a loss of credit or truancy charges being filed.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Attendance reports	**Mar**	**June**	**Sept**	**Nov**
Staff Responsible for Monitoring: Principal/ PEIMS Clerk				
Funding Sources: - Local Funds				

Strategy 2: Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact:	**Mar**	**June**	**Sept**	**Nov**
Improved communication regarding the importance of attendance				
Staff Responsible for Monitoring: Principal; Attendance Committee				
Funding Sources: - Local Funds				

Strategy 3: Incentives will be given to students with good attendance at each 6 weeks.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact:	**Mar**	**June**	**Sept**	**Nov**
Attendance reports				
Staff Responsible for Monitoring: Principal				
Funding Sources: - Local Funds				

Strategy 4: Legal recourse will be used where attendance laws are violated.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact:	**Mar**	**June**	**Sept**	**Nov**
Attendance reports				
Staff Responsible for Monitoring: Principal				
Funding Sources: - Local Funds				

Strategy 5: The campus will maintain and update the electronic student information management system.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact:	**Mar**	**June**	**Sept**	**Nov**
Data audit-100% of all contact information be entered into the system by due date, PEIMS submission				
Staff Responsible for Monitoring: Registrar				

Strategy 6: The campus will support the Functional Academics and academic support classes for students who qualify.	Reviews			
Strategy's Expected Result/Impact: STAAR scores; STAAR ALT scores; Surveys; Student Success	Formative			Summative
Staff Responsible for Monitoring: Principal, Sp Ed teachers	Mar	June	Sept	Nov
Funding Sources: - SPED Funds				

Strategy 7: Fourth grade students will attend HEB camp in Leakey, TX to promote student growth, team building, and educational opportunities.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Camp presentation; Attendance at camp	Mar	June	Sept	Nov
Staff Responsible for Monitoring: Principal; 4th grade teachers; parent volunteers				

Strategy 8: Student sign out sheets will be completed on an individual basis.	Reviews			
Strategy's Expected Result/Impact: Individual student sign out sheets	Formative			Summative
Staff Responsible for Monitoring: Registrar; Secretary	Mar	June	Sept	Nov

Strategy 9: The campus will support the Special Olympics program.	Reviews			
Strategy's Expected Result/Impact: Campus participation in Special Olympics.	Formative			Summative
Staff Responsible for Monitoring: Special Olympics Coaches	Mar	June	Sept	Nov

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 3: NIS will create and implement a cohesive Tiered intervention system with data tracking measures to help students who are academically struggling with Math or Reading.

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

Performance Objective 4: NIS will host Student Led Conferences in the spring.

Goal 4: Navarro Intermediate will implement a robust intervention support system through the RTI process to further identify struggling learners and design instruction to meet specific or individualized needs.

State Compensatory

Budget for Navarro Intermediate School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6119 40 102 1 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,762.00
199 11 6122 40 102 1 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	$500.00
199 11 6129 40 102 1 24 0 00	6129 Salaries or Wages for Support Personnel	$22,349.00
199 11 6141 40 102 1 24 0 00	6141 Social Security/Medicare	$1,224.00
199 11 6142 40 102 1 24 0 00	6142 Group Health and Life Insurance	$4,833.00
199 11 6144 40 102 1 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$7,619.00
199 11 6146 40 102 1 24 0 00	6146 Teacher Retirement/TRS Care	$2,512.00
	6100 Subtotal:	**$108,799.00**
6300 Supplies and Services		
199 11 6399 00 102 1 24 0 00	6399 General Supplies	$8,000.00
	6300 Subtotal:	**$8,000.00**

Personnel for Navarro Intermediate School

Name	Position	Program	FTE
Brigid Wozniak	Instructional Aide	Special Education/Resource	.50
Kathryn Todd	Teacher	Fine Arts	.07
Keli Seidel	Teacher	Writing	.50
Laurie Berry	Teacher	Technology	.50

Title I Personnel

Name	Position	Program	FTE
Bernie Martinez	Teacher	Reading	1.0