

Navarro Independent School District
Navarro Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps



Navarro ISD
Where Excellence is the Standard...

Board Approval Date: December 17, 2018
Public Presentation Date: December 17, 2018

Mission Statement

All Navarro Elementary students need to develop essential academic skills in order to be contributing and productive members of society as adults. Students will be taught these skills to each individual's fullest extent of comprehension. The mission of Navarro Elementary is an education for all students that contains quality, equity, and accountable results.

Vision

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

*We value relationships.

*We engage learners.

*We foster resilience and confidence.

*We encourage forward thinking.

Navarro ISD Board Goals 2018-2019

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

Indicators of Success:

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

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

Indicators of Success:

Competitive compensation
Foster team attitude for continuous improvement with collaboration at grade, campus and district levels
Implement Technology Literacy Proficiency Program to support interactive student learning and technology integration.

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

Indicators of Success:

Course offerings, strategies and extracurricular activities that meet the needs of individual students and prepare them for college and career success.

Continuous improvement on state accountability measures, such that learning gaps narrow:

Each campus earns a Domain I (performance of all student groups) grade of "A".
Each campus improves Domains III performance by one letter grade.
District earns an overall grade of "A".

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.
Increase rigor in the classroom to help level out the disparities between grades, campuses as well as demographic groups.

School Motto

“Panthers are respectful, responsible, and safe.”

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Comprehensive Needs Assessment

Revised/Approved: November 28, 2015

Demographics

Demographics Summary

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

Navarro Elementary School Student Demographics

	Campus
Total Students	535
African American	1.87%
Hispanic	41.68%
White	53.64%
American Indian	0.19%
Asian	0.75%
Two or More Races	1.87%
Economically Disadvantaged	40.19%
Non-Educationally Disadvantaged	59.81%
English Language Learners	6.54%
At-Risk Population	23.8%
Mobility	14.1%
Disciplinary Placement	0.0%
Attendance Rate	96.5%

Navarro ISD Schools and Enrollment

	Campus #	Campus %		
Early Childhood Education	10	1.87%		
Pre-Kindergarten	30	5.61%		
Kindergarten	129	24.11%		
Grade 1	120	22.43%		
Grade 2	121	22.62%		
Grade 3	125	23.36%		

Navarro ISD Program Enrollment

			Navarro Elementary 2018			
			%	#		
Bilingual/ESL			6.54%	35		
Gifted and Talented			2.99%	16		
Special Education			9.53%	51		

Navarro ISD Staff Experience

	# - NES	% - NES	%- NISD	% - State
Beginning Teachers	0.0	0.0%	2.7%	7.8%
1-5 Years	5.0	15.6%	20.4%	28.0%
6-10 Years	5.0	15.6%	16.7%	20.9%
11-20 Years	15.0	46.9%	37.6%	27.8%
Over 20 Years	7.0	21.9%	22.7%	15.5%

Number of Students per Teacher	2018	
campus	19.12	
state		

Demographics Strengths

Navarro Elementary School (NES) has a dedicated and experienced staff to support student needs. In comparison to state averages, NES teachers are more experienced providing our young students with a wealth of information to support their learning needs. NES has been steadily increasing in size over the last few years. This increase in student population has created a more diverse population that has included students from various cultural backgrounds and home languages.

1. Steadily growing population of students
2. Experienced Faculty and Staff

Student Academic Achievement

Student Academic Achievement Summary

STAAR results 2018

	Reading	Math
All Students	86%	87%
Hispanic	82%	82%
White	91%	95%
Eco Dis	78%	78%

All Students	Reading	Math
Approaches	86%	87%
Meets	49%	53%
Masters	27%	30%

Student Academic Achievement Strengths

Gains were made in the overall passing rate (Approaches).

The campus received one distinction designation; and an overall grade of "B".

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The Hispanic population was below target indicators in both reading (37%) and math(40%) on 2018 STAAR.

Problem Statement 2: The economically disadvantaged population was below target indicators in reading (33%) on the 2018 STAAR.

Problem Statement 3: Student achievement in STAAR testing needs to increase by 6% in "meets" and by 20% (math) and 22% (reading) in 'Masters' for the campus to receive an "A" rating.

School Processes & Programs

School Processes & Programs Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC) and uses the TEKS Resource System provided by TCMPC as the foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit 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. For the 2018-2019 school year, the fluency piece was added to MAP testing and data collection.

The addition of a second RTI teacher has allowed for better data collection and intervention adjustments. The RTI meetings focus on teachers looking at multiple points of data when discussing student achievement and recommendations for remediation. The focus for the year is better instruction on Tier1 to reduce the number of students on Tier 2 and 3; and to bolster movement of student success to the "Masters" level.

School Processes & Programs Strengths

Grade level teams meet weekly to discuss and plan lessons which follow the current YAG and TEKS for the grade level. The grade level teams also meet at least every three weeks to discuss students who are in need interventions, to check on student progress for students in Tier 2 and 3, to work on common assessments, disaggregate data from assessments, and to plan for future lessons and special events.

Most available staff openings occur due to staff members retiring. In house movement for staff among grade levels does happen on a limited basis. The pool of applicants for positions is sufficient and at times, abundant. Teachers have opportunities to be involved in many planning organizations at the campus and district level. Staff meetings, weekly bulletins, newsletters, and an active PTO keeps teachers informed and appreciated.

Many traditions (Jingle Bell run, Gingerbread house day, a Valentine's Dance, 100's day) and clubs -Art, Spanish, Lego, Chess, and many other special events, in conjunction with the curriculum, make for a unique "Navarro" school experience. The teachers are dedicated and truly care about the students and their well being. Soft skills, kindness, and courtesy are emphasized and practiced.

The addition of an assistant principal has been instrumental in allowing time for the principal to address changes in processes with staff as well as attend all 504, ARDs, staffings, and grade level meetings. Having an assistant principal also allows for a faster response to discipline issues. Preemptive actions, such as assisting with lunch duty, are working to reduce overall referrals and out of class ISS placements.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 3 of 7(42%) of the 1st grade teachers are ESL certified.

Perceptions

Perceptions Summary

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

The specials teachers develop Christmas programs for each grade level.

Parents will again be encouraged to coach a Destination Imagination team at the elementary level.

Five parents/community/business members serve on the elementary Site Council.

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

Parents are very supportive of the campus and staff.

Perceptions Strengths

Proactive measures the assistant principal has taken including helping with lunch monitoring, leading the PBIS team, and working with the Intermediate PBIS team to have common verbiage of rules for both campuses keeps reducing discipline referrals and time out of class.

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

The WATCHDOG program continues to grow. Many fathers volunteer their day to work with their kids, make sure the school is secure, and help with lunch and recess duty.

UIL and many campus clubs are in place that promote new and differentiated experiences and new academic opportunities for students.

Problem Statements Identifying Perceptions Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee 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
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Navarro Elementary will use many forms of communication to build positive relationships with students, parents, staff, and the community.

Performance Objective 1: Parents and community members will be included in campus improvement and planning committees.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Parents, business and community members will comprise at least 5 positions on the NES Site Council.	Principal	Accurate stakeholder input into campus instructional and operational decisions.				


Goal 1: Navarro Elementary will use many forms of communication to build positive relationships with students, parents, staff, and the community.

Performance Objective 2: Parents and community members will be informed of school activities, meetings, and student performance on the campus web site, through monthly campus newsletters and social media.


Evaluation Data Source(s) 2:

Summative Evaluation 2:

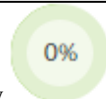
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Provide written information to parents in their native language whenever possible, bilingual assistance at training/meetings, and have bilingual staff call to invite them to school activities and answer questions.	Counselor, Secretary, Registrar	Increase communication with parents.				
2) Teachers will increase communication with parents through regularly updated teacher web sites and lesson plans as well as classroom newsletters and notes .	Classroom teachers, campus web master	Current postings on website				
3) The campus will maintain and update the electronic student management system and health database.	Registrar, Nurse	Accurate student data and health records.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: Navarro Elementary will use many forms of communication to build positive relationships with students, parents, staff, and the community.


Performance Objective 3: NES will implement processes and procedures to cultivate a positive environment among staff members.


Evaluation Data Source(s) 3:


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Team building strategies and incentives will be used to bolster staff morale.	Principal, Counselor, PTO	Periodic events and happenings at the campus to increased staff morale. Examples: In October, staff who participate in a Halloween sharing of jokes, riddles, and poems will have their contributions announced during morning announcements and will receive a prize. In December, staff in attendance on an unannounced day will be treated to hot chocolate or coffee service to their classroom door. PTO has 1st Friday of the month snacks and a luncheon in May for teachers.				
2) A grade level representative is sought for all campus committees and district level committees so that all staff members can be informed and have a method for expressing thoughts and concerns.	Principal, Chief Instructional Officer	Teachers are empowered in decision making at many levels and in a variety of ways including district calendar creation, PTO representation, Site Council, and the Literacy plan committee.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 1: By the end of 2019, NES will implement a research based approach to discipline management.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) The counselor will provide classroom instruction as well as bullying/character education classes.	Counselor	Scheduled lessons; Weekly Auto B Good videos during lunch; social skills groups; well checks				
2) Maintain a core team of CPI certified individuals to respond to student crisis situations.	Special Education director Behavior Specialist Tracey Guetzke	CPI certified personnel				
3) Provide group counseling and interventions in the general education classrooms.	Counselor	Scheduled groups and lessons.				
4) Maintain safe classrooms and consistent discipline through PBIS and integrate these strategies from the common areas into the classrooms.	Classroom teachers, principal, assistant principal, counselor	Updated Signage throughout the school using the CHAMPS model, appropriate discipline referrals, Roar Store participation and self managers				
5) Counselor will provide conflict resolution and social skills training to students who exhibit a need.	Counselor, behavior specialist, LSSP	Scheduled groups meet weekly; guidance referrals as needed.				
6) Counselor will provide crisis intervention for individual students and their families.	Counselor	Completion of necessary paperwork as needed for CPS referrals, etc.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

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


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Provide teachers with training and support in the use of MAP data and progress monitoring data to support RTI placement, interventions and student achievement.	Chief Instructional officer, principal, counselor, Special Education Director	Staffings on Students, Grade level meetings, staff meetings				
2) Provide teachers with training and support in utilizing data to identify instructional interventions to meet gaps in student achievement.	principal, Chief Instructional officer	Correct student placement in Tiered levels to maximize student benefit.				
3) Use benchmark testing to measure classroom alignment with curriculum standards.	principal, counselor, RTI teachers	Teachers will use common language and teaching strategies as well as common assessments to measure gains by students and to assist in correct placement of students in RTI tiers.				
4) Use Eduphoria to develop common assessments, benchmark assessments and progress monitoring tools as identified to assist PLC teams in data analysis and review.	Principal, RTI Teachers, technology staff	Eduphoria will be a well used tool and data storage component to better identify student strengths and weaknesses, trends in student comprehension or lack thereof, and for lesson planing.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Navarro Elementary will incorporate several new strategies to increase student performance overall and at higher levels.

Performance Objective 1: NES will make significant progress towards increased student achievement while meeting and exceeding standards in all three domains of the state accountability system.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Provide in-class and pull-out assistance for at risk students and ESL language development.	Support staff; Classroom teachers; Principal	Increase language acquisition; comprehension; and student performance. The goal is that ESL students will exit the program within 3 years of instruction. Teachers will use ESL strategies within the classroom.				
Problem Statements: School Processes & Programs 1 Funding Sources: Local Funds - 0.00						
2) Ensure that eligible students receive RTI, Dyslexia, ESL, GT, 504, and special education services and/or accommodations.	Principal, Counselor, Special Education Director, Chief Instructional officer, classroom teachers, RTI teachers	PEIMS reports Teacher notes on assignments, the grade book, and report cards indicating use of accommodations.				
3) Teachers will administer 2 benchmark assessments in reading and math (2nd and 3rd) and 4 benchmarks in 1st grade, in an effort to diagnose and prescribe academic target areas for student improvement in 1st, 2nd, and 3rd grade. iStation will also be used for progress monitoring.	Principal, RTI teachers	Teacher will use Heat maps of benchmark testing as part of data analysis. Increase in use of common language/vocabulary.				

4) RTI Tier 3 students will receive an additional 20-30 minutes 3-4 x per week of specific individualized lessons to address specific gaps in student mastery of objectives in both reading and math. RTI Tier 2 students will also receive additional instruction in deficient comprehension of objectives by the classroom teacher 2-3 x per week for 20-30 minutes.	Principal, classroom teachers, support staff, counselor, RTI teachers	MAP; Benchmarks; Report Cards; Progress reports				
5) Eduphoria will be used to store historical individual student data. Eduphoria will also be used for benchmark and local test data analysis, in addition to MAP data, to monitor student progress.	Counselor, RTI teachers, Computer lab teacher, Librarian	Increased use of Eduphoria by teachers to store individual student data and for class group analysis.				
6) Teachers will use the 5E model of instruction in all classes. Faculty will set daily learning objectives to provide clear classroom expectations.	Chief Instructional Officer, Principal	Lesson Plans Walkthrough documentation Posted daily objectives				
7) A district Instructional Technologist will be on campus on a part time basis to provide support to staff and students in integration of technology into classroom instruction.	Director of Information Services and Technology, Instructional Technologist	Increased usage of instructional technologies.				
8) PLC teams will meet every three weeks to review student progress data for Special Education, ESL and Tier 2 and Tier 3 students.	Principal; Chief Instructional Officer	Student tracking/monitoring Increased student performance				
9) Saxon Phonics will be used with fidelity in grades K-3rd.	Principal and Assistant Principal	A common language/program used by teachers for phonics instruction will give students an aligned instruction over 4 years. Increase in student reading fluency and comprehension. Reduction in Tier 2 and Tier 3 Reading students.				
10) The campus will use the MAP assessment system as one data point to identify gaps in student understanding of objectives in math and reading, Teachers will use reports in MAP to identify individual student strengths and weaknesses.	Principal, Assistant Principal; RTI teachers, Crystal Just	Student growth monitored over time. Students are placed in appropriate interventions. MAP reports are used to guide student interventions.				

<p>11) Region 13 professionals will be on campus 15 times during the school year to help teachers with resources, observations, and other help to successfully implement the K-5 Literacy Plan.</p>	<p>Lacey Gosch, Kim Schlichting, Bobbi Supak</p>	<p>The K-5 ELA curriculum will be vertically aligned for maximum effectiveness.</p> <p>Region 13 professionals will spend several days on campus to coach individual teachers on Explicit Instruction strategies.</p> <p>Several staff meetings will include presentations by the principal and Chief Instructional Officer to help better understanding of the alignment and to answer questions teachers have about changes.</p>				
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Only 3 of 7(42%) of the 1st grade teachers are ESL certified.

Goal 3: Navarro Elementary will incorporate several new strategies to increase student performance overall and at higher levels.

Performance Objective 2: By the end of 2019, NES will implement programs, policies, and practices that will support meeting standards on all three domains of the accountability system.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Maintain the district goal of 96% attendance.	Principal, Registrar, classroom teachers	Students are present in the classroom except for when truly sick. Increased educational opportunity for students.				
2) School will provide activities to ease transition of student from home, to day care, to school, such as early registration with tours of school.	Principal	Scheduled visits/tours of the school, arrangements with Intermediate counselor; date to be agreed on in advance to alleviate student fears or misunderstandings.				
3) Annual fitness-gram results will be sent home with final report card. (Grade 3)	PE teacher, Principal, school nurse	End of year distribution to parents.				
4) Navarro Elementary (Grades 2-3) will celebrate their six weeks honor roll recipients. Kindergarten and 1st grade will celebrate perfect attendance each 9 weeks.	Principal, Counselor	Student recognition every six weeks				
5) Parent contacted when a student has 5 or more days of unexcused absences or has excessive tardiness or early sign outs.	Principal, Registrar	Increased attendance rate				
6) Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee at the end of the school year.	Principal, Registrar	Increased attendance				
7) Invite community members into classrooms to discuss their jobs and experiences.	Counselor, classroom teachers	Students will have increase exposure to people and career pathways through events and activities such as Career Day; Watchdogs; Reading Day; Read Across America.				
8) Navarro Elementary will continue the PPCD/Pegasus Program to meet the needs of our youngest students. The Pegasus program will be expanded to remain in compliance with required student ratios.	Special Education Director, Principal, Lacey Gosch	Our youngest special needs students will be able to learn from typically developing peers while receiving individualized instruction on their IEP goals.				

9) K-3 teachers will use MAP as a BOY, MOY, and EOY tool to determine progress over the school year.	RTI teachers, Principal, classroom teachers	MAP reports will be used on a regular basis by teachers to guide interventions and identify strengths and weaknesses in individual students and the class as a whole. Information will be used to guide instructional choices in lesson planning.				
10) Utilize current software to enhance student achievement on STAAR and in the classroom. (Accelerated Reader, iStation, Imagine Math, Study Island, etc.)	Librarian, RTI teachers, math and reading teachers	Technology lessons will be aligned with student instructional needs.				
11) All professional personnel will meet SBEC standards for technology competencies.	principal	TTESS Technology Integration Matrix				
12) Grade Pre-K-1 students will work in the computer lab and the classroom to build foundational skills, acquire information, solve problems, and communicate effectively (K-2 technology applications TEKS).	computer teacher, classroom teachers	The technology teacher will create lesson Plans that meet current TEKS.				
13) Grades K-3 students will use a word processor and multimedia software to develop effective communication skills. Students will have access to electronic databases.	computer teacher, classroom teachers	Keyboarding skills will be incorporated in lessons that focus on use of many programs and applications with products and projects along with reports being created the technology classes.				
14) The district ESL teacher will be on the elementary campus daily to support ESL students and the ESL paraprofessional. The ESL teacher will also be available for parent conferences.	ESL Teacher	Parent conferences held with non-English speaking parents. Monitoring of all ESL students for correct interventions.				
15) Vocabulary building strategies will be used in PreK and ESL classrooms to build comprehension and basic knowledge of words/concepts.	PreK teacher, ESL teachers	Students use new vocabulary in speech and writing.				
16) Support balanced literacy program and the use of leveled readers, guided reading groups, Saxon Phonics, and small group instruction.	RTI teachers, Librarian, Classroom teachers	Teachers will regularly use the leveled reading library. Grades K-3 will use Saxon Phonics instruction in this school year.				
17) Support the identification and programming for Gifted and Talented students.	Campus Principal; GT Specialist	Increase the identification of GT students.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 1: By the end of 2019, NES will provide teachers with research based professional development and support to meet the learning needs of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Provide technology training to support the effective use of progress monitoring assessment systems aligned with the RTI process.	Director of information Services and Technology, Instructional Technologist, Campus Webmaster	Training occurs as needed and appropriate including during PLC days and grade level meetings.				
2) Campus Professional Development activities will include, but are not limited to: subject grade level support; behavior management; data analysis; harassment/bullying prevention; emergency procedures; CPI; ESL; GT: Support for special populations.	Administrative Team	Site Council direction, teacher surveys				
3) Instructional coaching strategies for grades K-3 will be implemented as part of the Region 13 cooperative to vertically align the reading curriculum.	Chief Instructional officer, principal, Region 13 professionals	Scheduled days				
4) Fundamental 5 and Explicit Instructional practices will be a focus of professional development opportunities held regularly throughout the year.	Chief Instructional officer, principals, Region 13 instructor Kim Watts	Reminders, modeling, and examples shared at staff meetings. Strategies observed in walk through. Professional development calendared days on Explicit instruction attended by all staff members.				

5) Implementation of RTI for Academics, Behavior, and Speech.	Chief Instructional officer, principal, special education director, counselor, dyslexia specialist, RTI teachers, instructional technologist	Regular meetings held at least every three weeks to monitor student progress. Staffings as needed to adjust strategies or refer students to dyslexia or special education.				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: By the end of 2019, NES will implement programs that will assist students in making healthy and positive life choices.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Participate in Red Ribbon Week activities.	Counselor, PTO, school board, SHAC	Survey responses; active student participation.				
2) Provide assemblies/programs/speakers/or events to support the message of safe and drug-free schools and healthy life choices.	Counselor; PE teacher	Field Day, Red Ribbon Week, special assemblies, and morning announcements.				
3) Provide group counseling and interventions in the general education classrooms.	Counselor	Scheduled groups and lessons.				
4) Principal, Assistant Principal, Counselor, and Nurse will coordinate with community resources and refer at risk students when appropriate.	Nurse, counselor, assistant principal, principal	As needed.				
5) Support efforts of the SHAC (School Health Advisory Council) in implementing services.	Principal, School nurse	Health Fair participation Jingle Bell Run Red Ribbon Week CATCH week				
6) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, and character education.	Principal, classroom teachers, school nurse	CATCH week, Jump Rope for Heart, Meal portions.				


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

Performance Objective 3: Assure well-staffed schools are comprised of highly qualified and competitively compensated and valued team members to meet the demands of a growing community.


Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Mar	June	Sept	Nov
1) Provide professional development based on identified needs for the campus or individual as identified through observations, PLC requests, or campus needs assessment.	Principal, Chief instructional officer	Increased student achievement, teacher surveys				
2) Review enrollment counts to plan for additional learning areas to accommodate growth and instructional needs of teachers in the classrooms.	Principal, Chief Instructional officer	Training during PLC days				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Budget for Navarro Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6122.40.101.8.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	\$1,500.00
199.11.6129.40.101.8.24.0.00	6129 Salaries or Wages for Support Personnel	\$37,158.00
199.11.6141.40.101.8.24.0.00	6141 Social Security/Medicare	\$521.00
199.11.6142.40.101.8.24.0.00	6142 Group Health and Life Insurance	\$1,372.00
199.11.6144.40.101.8.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,991.00
199.11.6146.40.101.8.24.0.00	6146 Teacher Retirement/TRS Care	\$836.00
6100 Subtotal:		\$44,378.00
6300 Supplies and Services		
199.11.6399.00.101.8.24.0.00	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$1,000.00

Personnel for Navarro Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Judy DeLaGarza	PE Aide	K-3 PE	1.0
Kimberly Martin	Pk Aide	Pre-Kindergarten	1.0
Yari Herrera	ESL Aide	K-3 ESL	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed in cooperation with the elementary Site Council which held a meeting on November 7, 2018.

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Tier 1 instruction has become the focus of efforts to make sure all students achieve the "Approaches" or minimum achievement to meet State Standards. However, teachers are also pushing beyond the minimum to have more students achieve "Meets" or "Masters" to have the campus achieve the dsired goal of a "A" rating for the campus.

2.5: Increased learning time and well-rounded education

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

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

Student progress is continually monitored throughout the year to address temporary or long term weaknesses in students' skill sets. ESL students have an aide who pulls students and/or pushes into the room to assist students in language acquisition. Students who have 504 plans have accomodations followed by

all appropriate personnel. The two RTI teachers help teachers develop appropriate strategies to help our most needy students. The RTI teachers also provide Tier 3 instruction as pull out in small groups or on a one on one instructional setting.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

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

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

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

3.2: Offer flexible number of parent involvement meetings

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