

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

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2018

Needs Assessment Overview

Navarro Elementary is a K-4 bilingual campus with an enrollment of 400 students. The campus is designated a Title 1 campus based on the high percentage of low socioeconomic students who are in attendance. The Campus Improvement Committee made up of staff, administrators, parents and communities members met 5 times during the Spring semester and then again in July of 2018 to review and approve the Campus Needs Assessment. We reviewed data received from the Texas Education Agency -STAAR results, Early Reading Assessment data, Texas E Math Inventory (TEMI) data, attendance/discipline data, parent and community surveys, as well as other progress monitoring data. The committee met again, August 7th and Sept. 10, to solidify the 2018-2019 draft for submittal to the board.

Navarro did exceptionally well in the 2018 STAAR Performance Standards. Navarro received 3 Distinctions: Academic Achievement in Mathematics (Accelerated Growth in Math, % Results in Masters for 3rd-4th grade Math), Top 25 Percent: Comparative Closing the Gaps (CTG): Postsecondary Readiness (Pct of 3rd-4th grade results at Meets or Above in both Math and Reading).

Writing was an area of improvement as 55% met standard.

Purchase Kamico in June 2019 when STAAR Connection for grades 3/4 Reading & Writing is available for Teachers as a resource-- \$2500

Student Demographics:

Black - 11.2% Hispanic - 72.6% White - 14.1%

At Risk- 74.7% Eco Dis--- 85% SPED-- 12.1% Migrant-- 1.6% Mobility Rate--- 14.4% LEP--- 42.6% GT--- 1.8%

Year To Date % of Attendance--- 2017/2018 - 96.89%

Monitoring of Data: Will all staff we will need to explain what the expectations is for progress monitoring of our student data-- our individual student expectations and growth in DBA's, mastery checks, reading level setc.

Navarro has built a solid foundation for student learning. For 2018-2019 we will start with 4+ new teachers to the building with 2 of those being new to teaching. This year we are starting a new district PBIS system that includes Essential 8 lessons for students (social skills). Teachers and staff will have Professional Development on this topic to ensure that we have consistency and accountability across the school. This year we are focusing on maintaining student performance and also monitoring student growth for one year in reading. In addition, we are making sure to also focus on writing seen in all areas of learning, and recognizing the many identical topics taught in ELA from 1st - 4th grade. Tutors have been hired and started Sept 1 in order to address our K-2 reading goal of making sure 74% of students are on reading level by EOY 2019. Our teachers are also using Reading A-Z to assist with encouraging reading at home. Teachers are also utilizing the AR program for students to take tests over books read.

Areas in Need of Improvement Based on Comprehensive Assessment Data

- Improve performance rate for all students on 3rd and 4th grade STAAR reading tests
- Increase/Maintain student performance at the Masters Level
- Decrease the total number of referrals in school classrooms, playgrounds and cafeteria
- Reduce the number of SPED referrals

Element 1

Demographics

Demographics Summary

Navarro is a bilingual campus with an enrollment of 450 students made up of mostly Hispanic students. I have shared the ethnicity enrollment numbers showing about equal enrollment of white & African American. Navarro has a high enrollment of students with our average being over the state average-- although this number is decreasing over time.

I have included our enrollment numbers for GT (low) At-risk (high) SPED (high) and LEP (high). There is also a chart showing the discipline percentages for each group.

Ethnicity Enrollment

- Black - 11.2%
- Hispanic - 72.6%
- White - 14.1%

Meal Status

- Free Lunch - 80.9%
- Reduced Lunch - 5.8%

At Risk

- 74.7%

GT

- 1.8%

Mobility Rate

- 14.4%

SPED

- 12.1%

SPED Ethnicity

- Hispanic - 61.11%
- African American - 20.37%
- White - 16.67%

Migrant

- 1.6%

LEP

- 42.6%

Year To Date % of Attendance

- 2017/2018 - 96.89%

ETHNICITY VS. PROGRAM

	BLACK	WHITE	HISPANIC
TOTAL ENROLLMENT %	11.26	14.19	72.52
AT-RISK	10	9	79
GT	0	62	37

LEP	0	0	100
SPED	20	17	61

ETHNICITY VS. BEHAVIOR	BLACK	WHITE	HISPANIC
TOTAL ENROLLMENT %	11.26	14.19	72.52
OSS %	33.33	52.94	11.76
ISS %	25.93	33.33	37.04
TOTAL DISCIPLINE REPORT %	26	36	36

Demographics Strengths

Overall Enrollment is lower for 2018-2019 for SPED

Bilingual students out performed our monolingual students on the state assessment

All ethnicities performed well on the state assessment for math

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment decreased but Economically Disadvantaged increased **Root Cause:** Change in student population with alignment / transfers

Student Academic Achievement

Student Academic Achievement Summary

	# of Students	# At-Risk	% At-Risk	# Below Level	% Below Level	# On Expected Level	% On Expected Level	# Above Grade Level	% Above Grade Level	# Above Expected Level	% Above Expected Level
2016-2017 EOY DRA	438	191	44%	136	31%	61	14%	24	5%	26	6%
2016-2017 EOY EDL	74	19	26%	32	43%	17	23%		0%	6	8%
2017-2018 EOY DRA	397	118	30%	89	22%	104	26%	68	17%	18	5%
2017-2018 EOY EDL	61	7	11%	36	59%	11	18%	1	2%	6	10%

Above shows the comparison of our DRA reading levels over the year. We have increased our number of "Meets" and "Advanced" compared to 2017-2018. Navarro has shown excellent performance in Math over time, and we have reached our goal for STAAR performance after Benchmark results. Our bilingual students where they have out performed our Monolingual students.

2017-2018			
3rd Math	Approaches	Meets	Masters
2018 Benchmark	73	26	13
2018 STAAR Goal	85	57	30
2018 STAAR	88	51	16
3rd READING	Approaches	Meets	Masters
2018 Benchmark	60	30	14
2018 STAAR Goal	75	35	20
2018 STAAR	79	38	18
4th Math	Approaches	Meets	Masters

2018 Benchmark	67	39	15
2018 STAAR Goal	83	50	25
2018 STAAR	92	66	44
4th Reading	Approaches	Meets	Masters
2018 Benchmark	60	24	9
2018 STAAR Goal	76	30	15
2018 STAAR	66	32	16
4th Writing	Approaches	Meets	Masters
2018 Benchmark	55	19	7
2018 STAAR Goal	75	25	11
2018 STAAR	53	31	6

Implementation of BISD instructional, designing & planning and environment rubrics

Purchase Kamico STAAR Connection for grades 3/4 Reading & Writing Teachers as a resource-- \$2500

Student Academic Achievement Strengths

- Third and Fourth Grade students met the expectation for passing on the Math STAAR test, with 44% of Fourth Graders and 16% of Third Graders reaching Masters level
- Growth from 2016-2017 to 2017-2018 on "Expected Level" on the DRA grew from 14% to 26%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student Performance in Reading/Writing is significantly lower than Math **Root Cause:** Much of the Writing Instruction is spent re-teaching TEKS from lower grade levels that were not given proper time to master

School Processes & Programs

School Processes & Programs Summary

Navarro curriculum is aligned to TEKS, ELPS, and CCRS based on student success on STAAR and state ratings. Teachers are implementing the district's curriculum as evidenced by student success on concept quizzes, DBAs, benchmarks, and mastery checks. Navarro ensures vertical and horizontal alignment by sharing information at collaboratives, faculty meetings, and team meetings. Navarro teachers provide opportunities for students to engage in authentic work and solve complex, real-world problems during stations and small group instruction where students are provided hands on activities and student to student or student to teacher discussions. Navarro staff attended the Seidlitz training for writing across the curriculum in order to ensure that writing is being used cross curriculum. Teachers brought work samples and shared strategies during faculty meetings. Local assessments are created by district curriculum and instruction teams to ensure that assessments are aligned to curriculum and TEKS. Teachers share feedback from local assessments during subject specific collaboratives. After student assessments teachers review data in a variety of ways with different administrators and team members, for instance, PLC meetings and data talks with principal. Teachers use data from local assessments to group students for tutoring, teacher table, small groups, stations, LLI, DRA, and summer school. Teachers also use data from local assessments, DRA, iStation, ImagineMath, iReady, mastery checks, DBA's, Benchmarks, and concept quizzes to drive instruction, this data is received both individually and during team planning meetings. Professional development is offered at various faculty meetings, throughout the school year and during the summer for teachers and staff to attend, teachers document the use of professional development through data collection for T-TESS domains. Students monitor their own academic progress using graphs, data folders, and student-teacher conferences. ELL sheltered instruction strategies are provided through professional development and documented through administrator walk-throughs by curriculum and instruction and campus administrators. Teacher communicate content and language objectives with ELL students and all learners by posting them in the classroom and stating them at the beginning of each lesson.

School Processes & Programs Strengths

Students are making growth in English Reading with the Early Exit program.

Students that completed the required number of units on ImagineMath showed a years growth in their math understanding.

Teachers utilized the Tracking for Mastery after administering the Concept Quizes and chartering the Mastery Check to adjust planning and teaching for SE's students didn't master.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in 4th grade with poor results on writing/Reading TELPAS but passed Math STAAR **Root Cause:** low ability to determine meanings of words in reading passages

Perceptions

Perceptions Summary

Navarro community involvement: Community Walk, Meet the Teacher, Open House, Fall Festival, Reading Night, Build it with Dads, Memories with Moms, music programs, Black History Program, and Cinco de Mayo.

Community Partnerships: On Reading Night we invite different members of the community to come read to our students. Each year we have many of the same people willing to come read to the students. We also have a partnership with Gardner and Watson. They come to our Fall Festival and provide free popsicles to the kids.

Communication: newsletter, Facebook, Twitter, Tuesday folder, school website. Newsletters and flyers are all translated into Spanish for our Spanish speaking families.

Flex: This semester we have implemented a Flex program where students learn different character lessons to help decrease bullying and negative behaviors.

Safety: Each month we have a fire drill and each semester we do a lock down drill to ensure our safety.

206 STUDENTS HAVE MORE THAN 5 ABSENCES-- THAT IS 47%

125 REFERRALS WRITTEN. ** THAT'S LOW

30% OF ALL REFERRALS WERE WRITTEN BY 3RD GRADE TEACHERS ALONE??

	ENROLLMENT COUNT	PERFECT ATTENDANCE	MORE THAN 5 ABSENCES	# OF REFERRALS WRITTEN BY A TEACHER
KINDERGARTEN	83	8	46	15
1ST GRADE	76	11	35	10
2ND GRADE	89	10	35	4
3RD GRADE	97	15	58	37
4TH GRADE	94	15	31	8

Perceptions Strengths

Overall-- Navarro had 5 students that were accountable for more than 60% of the referrals

Discipline referrals are low for Navarro if take into consideration who was getting them (special education students with Behavioral needs)

Navarro has one of the top 3 highest attendance percentages

Problem Statements Identifying Perceptions Needs

Problem Statement 1: High number of SPED referrals **Root Cause:** Students with high Behavioral concerns are also the students needing additional support in SPED

Priority Problem Statements

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
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: September 10, 2018

Goal 1: Navarro Elementary will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: There will be a 10% increase in parent engagement activities by June 2019.

Evaluation Data Source(s) 1: Teacher Lesson Plans / Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) School partnership with community through the use of the marquee, Facebook page, Monthly Parent Newsletters, Monthly School Calendars, Campus website, and Grade Level Newsletters sent out weekly.</p> <p>Student honor roll will be shared with local media and Spanish Newspaper</p>		Office Staff, Administrators, teachers	Increase parent & Family engagement				

<p>Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>2) Parent Engagement Nights will be provided by the school: Meet the Teacher Night-August Open House- GradeLevel Expectations: September/Fall Fest- October Reading Night- Nov/Dec. Build w/Dad's- February: STAAR Parent Information Night-March Math Game Night-February; Memories with Mom - April: Cincodemayo-May</p> <p>Programs will be offered in Spanish by a bilingual teacher.</p>	3.2	Principal Counselor	<p>Increase Parent and Family Engagement</p> <p>Documentation of at least 50% participation in all parent engagement nights.</p>				
Funding Sources: Title I, A - 1957.00							
<p>Critical Success Factors CSF 5</p> <p>3) Parent conferences held to inform parents of individual student progress and growth over the year.</p> <p>PRSP for K-2 Benchmark Data: 3rd/4th</p>	3.2	Principal, Asst. Principal, Teachers	<p>Conference summary sheets are turned in by all grade level teachers for at least 75% of all parents.</p>				
<p>4) Increase parent in PTO participation through classroom incentives with high PTO participation</p>		Administration Leadership Team PTO	<p>provide light snacks and/or child care</p> <p>PTO enrollment</p> <p>Gave Jeans passes to teachers that had new members attend</p>				
<p>5) The annual Title 1 presentation will be made with parents to explain the school's Title I, Part A. program. At this meeting, participation in the T1 program will be explained as well information pertaining to the campus parent involvement policy</p>		Instructional Staff and Community Members	<p>Parent sign-in sheets</p> <p>Annual Title 1 presentation meeting was held at Open House</p>				
<p>6) Involve parents and families in the joint development of the Parent and Family Engagement Policy, Compact, and Title One Program.</p>	3.1	Admin Counselor	<p>Increase STAAR scores</p>				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: By June 2019, African American, White, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1: Comparison of 2018-19 STAAR results to the 2017-2018 results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Tutoring available using small group instruction, iStation Reading, Reading A-Z , AR testing/points and also Think Through Math to increase learning time and provide a well rounded education.</p> <p>Computer and Technology equipment is to be replaced if older than 5 years old to support new technology and programs.</p> <p>Reading A-Z = 1759.40 AR (Raz-Kids) = 1759.60</p> <p>Strategies of small group instruction / I station etc. will increase learning time and provide well rounded education to all students.</p> <p>Snacks will be provided for students attending tutoring outside of school hours</p>	2.5	Admin	Increase in student performance				
<p>Funding Sources: Title I, A - 37824.00, State Comp - 12948.00</p>							

<p>PBMAS Critical Success Factors CSF 1</p> <p>2)) Rigorous, scaffold instruction for all students, Special Education students, and those identified as at risk for not passing state assessments, in small group setting.</p>	2.4	Principal, Assistant Principal, Special Education Resource Teacher, Classroom Teachers	Common assessments and STAAR data. Use of Embedded Accommodations to increase ALL students performance				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3)) Training of staff in the area of effective inclusion strategies</p> <p>Training will include attendance to Professional Development Summits</p>	2.4	Principal, Assistant Principal, Director of Special Education	Principal, Director of Special Education Training documentation. Teachers providing accommodations for all assessments				
Funding Sources: Title I, A - 1000.00							
<p>Critical Success Factors CSF 2</p> <p>4) Increase the percentage of LEP students earning the Advanced High proficiency rating: (a). Continue the use of SIOP/Sheltered Instruction strategies in the classroom, (b). Review and purchase appropriate resources, and (c). Training and implementation of Word Study strategies, Kindergarten through Grade 4</p>		LPAC Committees, Principals,	TELPAS assessment data				
<p>5) Coordinate and integrate with other Federal, State and Local services to reduce duplication of services and increase student academic achievement.</p>		Admin Counselor	Increase Student Academic Achievement				
Funding Sources: Local Funds - Campus - 0.00							
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Goal 2: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 2: At Navarro, we will increase the percentage of Kindergarten through 2nd grade students reading on level to 75% by June 2019 as measured by the DRA/EDL and Istation assessment tools.

Evaluation Data Source(s) 2: DRA BOY, MOY and EOY

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers will make EOY goals for each individual students for 1 years growth based off BOY testing-- campus goals based on STAAR data and DRA/EDL data for K-2.</p> <p>New recommended and Required goals that have increased the DRA goals for End of year student progress provide opportunities for all children to meet Reading State Standard.</p> <p>Accelerated strategies (Branching Minds) will be documented in teacher progress monitoring tool for at-risk students (retained, below reading level and students with STAAR failure)</p> <p>This strategy will help in addressing the needs of all students particularly the at-risk students.</p>	2.4, 2.6	Admin	1 year growth for students in performance				
<p>Funding Sources: Title I, A - 0.00, State Comp - 3000.00</p>							
<p>2) DRA/EDL Data assessment and analysis during staff development including but not limited to data books and analysis of Intervention and LLI</p> <p>Plan with Instructional Coaches</p>		Instructional Coaches	Increase in rigor in LP's				

<p>3) Navarro will have 2 instructional coaches to assist with instruction in specific grade levels and ensure the implementation of the BISD Instructional Model.</p> <p>1 fulltime ELA 1 Math 3 days</p>	2.6	District	Instructional Coach schedule with each grade level				
Funding Sources: State Comp - 16717.00, Title I, A - 100301.00							
<p>4) Monitor and support ongoing implementation of the school district's adopted bilingual program, "Early exit" . Ensure staff development in Framework, and understand when to change to English instruction in Guided Reading</p>		Principals, LPAC Committees, Teachers, Bilingual Education Coordinator	- TELPAS assessment data - Campus Walkthroughs				
<p>5) Continue Leveled Literacy Intervention (LLI) trainings and usage, (c). Utilize Instructional Coaches and Academic Specialist in the classroom by assisting with planning and mentoring teachers, and (d). Continue training and implementation of Word Study strategies, Kindergarten through Grade 2</p> <p>Implementation of BISD instructional, designing & planning and environment rubrics</p> <p>Purchase Kamico STAAR Connection for grades 3/4 Reading & Writing Teachers as a resource--\$2500</p>	2.6	Principals & Teachers	Instructional Coaches Appraisal document - Campus "Learning Walks"				
Funding Sources: Title I, A - 24500.00							
<p>6) Navarro will collaborate with local volunteers and TAMU to assist with reading in lower grades.</p> <p>Teachers using TAMU method students and our retired tutors will increased learning time and well-rounded education for students. This causes more student to adult ration.</p> <p>Using students in the classroom will increase learning time with the teacher and will provide well rounded education to students.</p>	2.5	Admin TAMU supervisors Reading 351 Tutors Reads N Counts	Increase in student reading level.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: Our 2018-19 STAAR Reading Scores for 3rd and 4th Grades will reflect at least an 8% increase.

Evaluation Data Source(s) 3: 3rd Reading STAAR scores will increase from 72% to at least 75%/35%/20%
 4th Reading STAAR scores will increase from 65% to at least 76%/30%/15%

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will use small group teacher lead instruction for implementing reading strategies in all grade levels. The strategy use will be monitored in multiple subjects .	2.5	Admin Instructional Coaches	Increase in student reading level				
= Accomplished = Continue/Modify = No Progress = Discontinue							

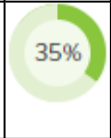
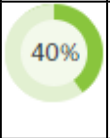
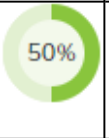
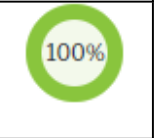


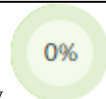

Goal 3: Navarro will recruit, develop, retain, and recognize an exceptional, highly effective and motivated staff to optimize student engagement and learning.

Performance Objective 1: 100% of teachers and paraprofessionals will be highly qualified by June 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: (a). Provide training on meeting norms and protocols, (b). Provide common planning periods on each campus (c) Ensure paraprofessionals are 100% highly qualified</p>		Principal, Assistant Principal and Team Leaders	Learning Notebooks - Master Schedules - Purposeful Planning agendas - District e-mails				
<p>Critical Success Factors CSF 1</p> <p>2) Provide attendance incentives for staff to decrease use of substitute teachers through PBIS and/or community donations.</p>		Principal, Assistant Principal, Counselor	AESOP reports, absence request forms Increase in student attendance performance				
<p>3) Every 9 weeks -- Admin meeting with new/old teachers regarding data on DA's (district assessments and ongoing assessment and analysis of data.)</p> <p>This is also a check-in for any needs teacher may have. This will also be used as keeping teachers in BISD, the commitment.</p>		Admin / Lead Teachers	Track progress of individual students and teachers				
<p>4) Back to school bash for teachers and staff. Educate school staff on the value of parent contributions.</p>		Admin / Social Club	Team Building				

5) New teacher is given a mentor on their grade level to assist in school activities. Mentor meets with teacher to review T-TESS and provides training on AESOP, TAC, AWARE etc.		Admin	reduce Teacher retention				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Navarro Elementary will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 1: During the 2018-19 school year, there will be zero breeches of security measures in order to provide a safe environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

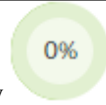
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Revise all campus Emergency Operations Procedures (EOP) guidelines to include vestibule procedures.</p> <p>New Bully Reporting APP-- P3 and BSAFE</p>		District Personnel Admin	Increase teacher knowledge of procedures				
2) Complete a campus facilities needs assessment on security cameras, lighting, and badge access		District Safety Leadership Admin	Increase Security Cameras				
3) Implement a plan to assist students and parents who transition between campuses or grade levels		Counselor	- Campus Orientation guidelines - Parental Involvement Policy and Compact				
4) Parent and Academic Behavior Support through neighborhood walks by admin, the teachers to increase parent communication and involvement.		Admin	Parent Survey, Teacher Log Open house Parent Survey Community Walk in August Staff Dev.				
5) Kindergarten Community Helpers		Lesson Plans from K teachers	Increase relationship between students and community helpers				
6) Address violence prevention and Interventions through PBIS and Bully Reporting APP-- P3		Admin COounselor	Reduce Negative Behaviors and Incidents of Violence				
Essential 8 Lessons and FLEX (Social Skills) lessons with the counselor	Funding Sources: Local Funds - Campus - 0.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Navarro Elementary will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 2: By June 2019, we will reduce the campus rates at which students with disabilities are out of placement due to discretionary disciplinary assignments (ISS, OSS and DAEP) to no more than 10%

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers with training on behavior charts used for SPED/504 students and the proper documentation needed		SPED teachers Admin	Reduce referrals of students with disabilities				
2) Behavior Incentives for students that do not get bus referrals and teacher behavior referrals with in a 3 week period.		AP Admin Sped teachers	Decrease referrals of SPED students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Navarro Elementary will ensure and promote a healthy, safe, secure and welcoming learning environment for all students, parents, staff, and the community.

Performance Objective 3: Performance Objective :By the end of the 2019 school year, 100% of students will develop a life goals plan as a result of increased efforts to produce well-rounded students who are ready to face challenges they face upon graduation.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The master schedule has been adjusted to include a FLEX block which provides the opportunity for health lessons addressing healthy eating, taking care of your body and fitness goals. Correlation made between being healthy and student academic performance and attendance dropout being reduced.		Admin	Increase knowledge of personal fitness				
2) The master schedule has been adjusted to include a FLEX block which provides the opportunity for guidance lessons addressing bullying, conflict resolution, violence and drug prevention, and character development.		Admin	Reduce referrals for student behavior towards each other.				
3) Master Schedule includes 3 days of PE where 1 day is dedicated to running/walking to ensure moderate to vigorous Physical Activity. Students will have their fitness assessment in the Spring (Fitness Gram) .		Admin	Students will see an increase over the year in sit-up, push-up, flex arm hang				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	1	Teachers will use small group teacher lead instruction for implementing reading strategies in all grade levels. The strategy use will be monitored in multiple subjects .

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	1	2) Rigorous, scaffold instruction for all students, Special Education students, and those identified as at risk for not passing state assessments, in small group setting.
2	3	1	Teachers will use small group teacher lead instruction for implementing reading strategies in all grade levels. The strategy use will be monitored in multiple subjects .

State Compensatory

Budget for Navarro Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
6100 Subtotal:		\$2,000.00
6300 Supplies and Services		
6320	6329 Reading Materials	\$3,000.00
6399	6399 General Supplies	\$10,948.00
6300 Subtotal:		\$13,948.00

Personnel for Navarro Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IC	Instructional Coach	Instructional Support	.25

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
IC	Instructional Coach	Instructional Support	1.50

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Sara Rueda	Principal
Administrator	Kathy Riley	Assistant Principal
Classroom Teacher	Victoria Dean	1st Grade
Paraprofessional	Francis Henderson	Librarian
Classroom Teacher	Patricia Gamez	Bilingual Rep-- Kindergarten
District-level Professional	Hugo Ibarra	Community Engagement
Parent	Brenna Wilkins	1st Grade Daughter-- Monolingual
Classroom Teacher	Katie Figueroa	2nd Grade
Parent	Nathali Aponte	1st Grade Daughter-- Bilingual Class
Classroom Teacher	Kristine Morris	4th Grade
Non-classroom Professional	Deanna Irvine	Parent Involvement Rep
Classroom Teacher	Judy Hausman	3rd Grade
Classroom Teacher	Eloisa Ortuno	Bilingual Representative
Classroom Teacher	Charles Vesperman	Specials Rep
Community Representative	Amanda Urrutia	-- Lives 2 miles from school - Son in 3rd Grade

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
4	1	6			\$0.00
Sub-Total					\$0.00
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tutors		\$2,000.00
2	1	1	Instructional Resources		\$10,948.00
2	2	1	Library books for summer checkout		\$3,000.00
2	2	3	Instructional Coach-- .25 FTE (SCIENCE)		\$16,717.00
Sub-Total					\$32,665.00
Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	FE, Parent Newsletter		\$850.00
1	1	2	Snacks for FE		\$500.00
1	1	2	Family Engagement		\$607.00
2	1	1	Tutors		\$9,158.00
2	1	1	Snacks		\$5,000.00
2	1	1	Computers & Technology		\$20,000.00
2	1	1	Instructional Resources		\$3,666.00
2	1	3	Employee Registration and Travel		\$1,000.00
2	2	1	Accelerated Strategies/branching minds- Instructional Resources		\$0.00
2	2	3	Instructional Coach-- 1.50 FTE Math & ELA		\$100,301.00
2	2	5	1 FTE Academic Specialist		\$24,500.00
Sub-Total					\$165,582.00

	Grand Total \$198,247.00
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Addendums

Planning Team Rubric

Campus plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. Team members must include parents, community/business members, teachers, principals, other school leaders, paraprofessionals present at the school, pupil services personnel, and, if appropriate, technical assistance providers, and students if the plan relates to a secondary school.

On the rubric below, provide the names of your team members, their role, and responsibilities on the team. Upload the rubric in Plan4Learning when the 2018-19 version is available.

<i>Name</i>	<i>Role – principal, teacher parent, etc.</i>	<i>Responsibilities</i>
Sara Rueda	Principal	Facilitator
Tina Palasota	Assistant Principal	
Amy Grichar	Counselor	
Amy Ruiz	Instructional Coach	
Memorie Malish	Teacher	
Ashley Stansbury	Teacher	
Katie Figueroa	Teacher	
Eloisa Ortuno	Teacher	
Kristine Morris	Teacher	
Kristen Miles	SPED Teacher	
Ashton Nowak	Business Member	
Odhra Yanez	Parent	
Jennifer Smith	Parent	
Amanda Urrutia	Parent	
Dr. Hugo Ibarra	BISD Coordinator of Community Engagement	
Francis Henderson	Paraprofessional	