

Navarro Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B



Navarro ISD
Where Excellence is the Standard...

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

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

Board Goals

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro ISD is a 4A 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 ISD offers a small-school atmosphere with a rigorous curriculum, supportive staff and active community that supports high quality academic achievements and extra-curricular development. The district is the heart of the Geronimo community and enjoys a successful partnership with parents, families, businesses and community members. The community partnerships are essential to the success of the district in providing a quality education to an expanding community. Through the Navarro Education Foundation and Booster groups supporting the schools, students are able to obtain additional resources for the classroom as well as in extra-curricular activities to assist in their overall growth and academic success in schools.

Navarro ISD Student Demographics

	2017	2018
Total Students	1810	1911
African American	1.7%	1.99%
Hispanic	43.9%	41.08%
White	51.7%	54.68%
American Indian	0.2%	0.10%
Asian	0.7%	0.52%
Pacific Islander	0.1%	0.10%
Two or More Races	1.8%	1.52%
Economically Disadvantaged	35.0%	32.44%
Non-Educationally Disadvantaged	65.0%	67.56%
English Language Learners	3.5%	3.66%
Graduation Rate	96.2%	98.4%
College and Career Ready Graduates	76.0%	50.0%
At Risk	36.2%	31.82%
Attendance Rate	96.5%	96.09%

Navarro ISD Schools and Enrollment

	2017	2018
Navarro Elementary (Prek - 3)	519	535
Navarro Intermediate (4-6)	401	426
Navarro Junior High School (7-8)	307	342
Navarro High School (9-12)	583	608

Navarro ISD Program Enrollment

	State	Navarro ISD	
	%	%	#
Bilingual/ESL		3.66%	70
Career and Technology Education		30.40%	581
Gifted and Talented		7.43%	142
Special Education		7.74%	148

Demographics Strengths

Navarro ISD is growing. Based on a recent demographics study, the area is expected to grow by at least 100 students per year for the next ten years. As evidenced by current numbers of students and the growth of the district, these moderate numbers are producing a larger Navarro ISD population of students at all campus sites. Due to this population growth, Navarro ISD has expanded programs in order to meet the demands of the students entering the district. With the academic efforts put forth, the district has been able to maintain student achievement and discipline levels despite the rising population of students. The district continues to have a strong community that supports the education program and continues to make Navarro ISD the place to bring your family.

Overall Strength Observations:

- High Graduation Rate
- Supportive and Involved Local Community
- 100% of staff teaching in certification area.
- Growing population
- New Intermediate School
- Demographics study
- Facilities and planning committee to support projected growth

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Junior High Campus has experienced a 12% population growth in the last year. **Root Cause:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 2: The High School Campus has experienced 4.3% population growth in the last year. **Root Cause:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. **Root Cause:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 4: The Intermediate Campus has experienced a 6.2% population growth in the last year. **Root Cause:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 5: The Elementary Campus has experienced a 3% population growth in the last year. **Root Cause:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 6: The district experienced a 16% turn over rate among teachers and staff. **Root Cause:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

Student Academic Achievement

Student Academic Achievement Summary

Navarro ISD met standard for all campuses according to the 2018 State Accountability Ratings. As a whole, the district received a letter grade of B for overall student achievement, school progress and closing the gaps. The B rating indicates that Navarro ISD is serving many students well, encouraging high academic achievement and appropriate academic growth for students. This is considered to be Recognized Performance for the District. The overall school district performance rating is derived from three domain components: Student Achievement, School Progress and Closing the Gaps. Navarro ISD also received letter grades of B in all three areas.

The Student Achievement data shows how much students know and are able to do at the end of a school year. The School Progress measure shows how student performance over time and how that growth compares to similar schools. The Closing the Gaps domain provides a description of how well different populations of students in a district are performing.

Student Achievement Analysis

The below listed percentages are raw score percentages of students approaching, meeting or mastering grade level material. It is important to note that scores revealed in the Approaches Grade level include students who achieved any at least that score or above. For example, a student's score that was at the Meets Grade Level rating, would also be included in the Approaches Grade level percentages. Therefore, if a raw score of 86% is shown as Approaches grade level and a raw score of 58% is shown in meets grade level, the 58% is part of the 86% shown in the approaches numbers.

	Masters Grade Level		Meets Grade Level		Approaches Grade Level	
	Navarro ISD	State	Navarro ISD	State	Navarro ISD	State
All Tests	26%	22%	58%	48%	86%	77%
Reading	23%	19%	55%	46%	85%	74%
Mathematics	31%	24%	63%	50%	92%	81%
Science	24%	23%	55%	51%	84%	80%

Social Studies	33%	31%	61%	53%	85%	78%
Writing	15%	13%	55%	41%	75%	66%

In the area of student achievement, Navarro ISD scores above the state average for all assessments. all subject areas and all ratings on the STAAR/EOC testing component of the rating. In addition to student achievement on STAAR/EOC performance, the student achievement rating also include College, Career and Military Readiness and the overall Graduation Rate for the school system. Based on our annual graduates, the district received an overall component score of 76% for readiness, with 50% of our graduates meeting the criteria for College, Career and Military Readiness (CCMR). This component encompasses students meeting the Texas Success Initiative (TSI) Criteria in Reading and Mathematics, Student performance on AP examinations, Dual Credit Course credits for students, Industry based certifications, students enlisted in the US Armed Forces. Students are required to meet at least one indicator within the system. Overall, Navarro ISD is performing below the state average for CCMR with the state raw score being 54% and Navarro ISD at 50%.

	College, Career and Military Readiness	
	Navarro ISD Performance Rate	State Performance Rate
Overall Readiness Rate	50%	54%
Scored High Enough to Earn College Credit on AP Exams	11.7%	N/A
Scored at or Above College Reading on SAT, ACT or TSIA	40.6%	N/A
Completed a College-Level Dual Credit Course	19.5%	N/A
Earned an Associate's Degree	0.00%	N/A
Earned an Industry-Based Certification	0.00%	N/A
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	1.6%	N/A
Enlisted in the Armed Forces	4.7%	N/A
Completed Coherent Sequence of CTE Coursework Aligned to Industry Certification	0.00%	N/A

For graduation rate, Navarro ISD has a very high annual graduation rate with 98.4% of our students graduating within four years and low drop out rate of only 0.3%. Due to the Districts performance on STAAR/EOC assessments and Graduation rate, the student achievement component remained at a grade of B.

Overall Score	95%
Four Year Graduation Rate	98.4%
Five Year Graduation Rate	97.7%
Six Year Graduation Rate	97.3%
Drop Out Rate	0.3%

School Progress Analysis

The School Progress Domain measures how much better students performed on the STAAR test this year versus last year. It looks at how much better students are doing academically at the district compared to other districts. This score can be calculated in two ways: Academic Growth or Relative Performance. For Navarro ISD, Academic Growth was used as the measure for achievement.

	Navarro ISD Growth	State Growth
Overall Students who grew a year academically.	71%	69%
Reading STAAR	69%	69%
Mathematics STAAR	72%	70%

Closing the GAPS Analysis

Closing the GAPS measures the percentage of different groups of students that are performing above state goals in four areas. The areas calculated include Grade Level Performance (number of students who Meet or Master grade level on the Reading and Mathematics STAAR/EOC assessment), Academic Growth or Graduation Rate, English Language Proficiency and Overall Student Achievement (number of students at Approaches or better on all

STAAR/EOC assessments).

For grade level performance, the district met 13 of 16 targets.

Student Groups	Academic Achievement Status		Growth Status	
	Reading	Mathematics	Reading	Mathematics
All Students	Met	Met	Met	Met
Hispanic	Met	Met	Met	Met
White	Met	Met	Met	Not Met
Economically Disadvantaged	Met	Met	Met	Met
English Learners	Not Met	Met	Met	Met
Students receiving Special Education Services	Not Met	Not Met	Met	Not Met
Continuously Enrolled	Met	Met	Met	Met
Non-Continuously Enrolled	Met	Met	Met	Met

For Academic Growth/Graduation Rate, the district met 4 of 4 target areas.

Student Groups	Graduation Rate
All Students	Met
Hispanic	Met
White	Met
Economically Disadvantaged	Met

For English Language Proficiency, the district met 1 of 1 target areas.

For Student Achievement, the district met 4 of 6 targets areas.

Student Groups	CCMR Student Achievement
All Students	Met
Hispanic	Not Met
White	Met
Economically Disadvantaged	Not Met
Continuously Enrolled	Met
Non-Continuously Enrolled	Met

Student Academic Achievement Strengths

Navarro ISD consistently exceeds the states raw score percentages for all assessments and all achievement levels. The 2018 Standard Progression Measure required that students answer between 37% and 59% of the questions correct on the STAAR assessment in order to meet the passing standard for 2018. Each year, this passing percentage of questions will increase until 2021. In the 2021-2022 school year, the Final College and Career Ready Standards will be reached. This will translate into a standard Scale Score and a Percentage of Questions Correct on the assessments to range from 60% to 80% depending on the grade level and subject area tested.

Achievement Strength Areas:

- Compared to the State, Navarro has a high percentage of students performing at the Approaches, Meets, and Masters Grade Level passing standard.
- Overall, the district increased student growth performance in Reading, Math, Science and Social Studies for students in the Special Education Program.
- Increased student performance at the Masters Level of academic expectations
- District and Campuses Met Standard for State Accountability
- Distinction Designations in Mathematics, Post Secondary Readiness and Comparative Closing the Gaps.
- High Participation rates for students taking the ACT, SAT and TSI.
- High Graduation rate among all populations.
- English Learner proficiency levels meet state standards.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. **Root Cause:**

Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.

Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. **Root Cause:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. **Root Cause:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. **Root Cause:** Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.

Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. **Root Cause:** Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.

District Processes & Programs

District Processes & Programs Summary

Instructional and Curricular Support Programs

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 alongside 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 tool provides instructional goals by student 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.

As a means for guiding the delivery of instruction, the district has adopted The Fundamental 5 by Sean Cain and Mike Laird and Explicit Instruction by Anita Archer as the means for addressing Tier 1 instruction. These two methodologies of instructional delivery provide a context for actively engaging all students while continually assessing student progress in the classroom. Both texts support the concept of the lesson cycle and the elements that have the most effect on student learning. The district maintains a focus on Response to Intervention (RtI) and ensuring that all students needs are met. With the implementation of Explicit Instruction and the Fundamental 5, we are able to support Tier 1 instruction to help our most struggling learners as well as increase opportunities for mastery for our stronger learners. These approaches also assist staff in the continual collection of data to specify the type of instructional settings or intervention that may be needed for each student. The RtI Tiering process is described below:

Tier 3	Tier 2	Tier 1	Tier 2+	Tier 3+
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Intensive Interventions	Targeted Intervention	Universal Core Instruction	Targeted Intervention	Intensive Intervention
	11th - 24th Percentile of students	25th to 75th Percentile of students	79th to 89th Percentile of students	90th to 99th Percentile of Students
Frequent Progress Monitoring	Intervention in addition to the core curriculum	Core Instruction/General Curriculum	Differentiation of Core Curriculum	Gifted and Talented Referral
Individualized Intervention	Strategic monitoring of progress	Differentiated Instruction - Formative Assessment	Gifted Programming, Honors Classes, Small Groups	Individualized Differentiation

Personnel

Recruitment and retention of highly qualified staff is necessary to increase student performance, provide quality education and help close the achievement gap. In order to support the recruitment, retention and support of employees, Navarro ISD invests a large portion of the instructional and support budgets for the purposes of staff development, training and certification support. Additionally, the district has developed a long range plan for budgeting in order to prepare for future financial planning with the support of the Navarro ISD School Board to continue to strive for competitive compensation for all employees. The district is currently reviewing additional employee incentives that can be offered to employees who remain with the district over time as well as tactics to help attract new and energetic teachers and staff.

The culture of the school district has a positive impact on recruitment and retention, as we are deemed one of the top schools in the 5 county metro area by the San Antonio Express News. Non-district employees' children are allowed to attend school here tuition free and are offered a reduced rate for after school care for children. The district also recently added a full day tuition based program for the 3 and 4 year old children of employees. Recruitment efforts are geared towards universities in the surrounding area (TLU, Texas State, UTSA and UT) and the service centers in Austin and San Antonio. All of the above factors have been successful in the past as the district has a voluntary turnover rate of 15.9%.

District Processes & Programs Strengths

- Highly Qualified Staff in every classroom
- Strong Retention Rate among veteran teachers

- Supportive Infrastructure for Professional Development, Career Growth and Training
- Established Curriculum Management System providing Year at A Glance Organization and Coherent Sequences of Curricular Materials
- Developing RtI Structure to support individual student learning needs.
- Measures of Academic Progress (MAP) assessment system to support identifying individual student learning needs
- Supportive School Board and Administrative Structure

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Salary schedules for professional educators are below comparative markets. **Root Cause:** Fiscal constraints due to formula funding have limited salary schedules.

Problem Statement 2: The district has experienced a 16.0% increase in turnover in the last 12 months. **Root Cause:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

Perceptions

Perceptions Summary

Navarro ISD strives to include community, parent, business and employee input into the business of the district. The district strives to provide a safe, positive environment cultivating creative problem solvers that make sound, ethical decisions. The vision of the district is to create a culture that:

- Values Relationships
- Engages Learners
- Fosters Resilience and Confidence
- Encourages Forward Thinking.

Through this vision, the district seeks to build a school district where the community, parents and employees work together to build a firm foundation for the youth of tomorrow. Navarro strives for excellence in all areas of academics and extra-curricular activities for students, seeking to realize the goal of creating a district *Where Excellence is the Standard*.

Perceptions Strengths

- Supportive Community
- Strong approval rating of program sand processes by parents and community members
- Active parent teacher organizations at all campus sites.
- High academic achievement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired. **Root Cause:** Budgetary constraints limited the number of positions the district was able to create and fill.

Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. **Root Cause:** Multi-cultural education and activities were not viewed as a priority.

Problem Statement 3: Student support and programs for the gifted and talented population are limited. **Root Cause:** Program supports and processes for

secondary students are limited.

Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3. **Root Cause:** Budgetary constraints limited the number of positions the district was able to create and fill.

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 End-of-Course 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
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Local diagnostic reading assessment data

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
- 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
- Response to Intervention (RTI) student achievement data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Professional development needs assessment data

- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: The district will continue to implement sound accounting and management practices.

Evaluation Data Source(s) 1: FIRST Rating, Positive Fund Balance, Balanced Budget.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Complete an independent financial audit with no exceptions or management issues.		Superintendent; Business Manager	Satisfactory audit report and verification of sound financial practices.				
	Funding Sources: Local Funds - 0.00						
2) Maintain Texas Comptroller's Platinum Designation for Financial Transparency.		Information and Technology Services; Business Manager	Platinum Designation.				
	Funding Sources: Local Funds - 0.00						
3) Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations.		Superintendent; Business Manager	Superior FIRST Rating				
	Funding Sources: Local Funds - 0.00						
4) Prepare a year budget with projections prepared with five year revenue assumptions.		Superintendent; Business Manager	Adopted budget and projections.				
	Funding Sources: Local Funds - 0.00						
5) Post budget, check register, audit and financial reports on the district website.		Information and Technology Services; Business Manager; Superintendent.	Communication to parents and community concerning the financial status of the district.				
	Funding Sources: Local Funds - 0.00						

6) Designate at least one penny (\$85,000) of tax rate to expected maintenance repairs/equipment.		Business Manager	Funding to support repairs and maintenance of district facilities and equipment.				
	Funding Sources: Local Funds - 0.00						
7) Evaluate future refinancing opportunities of district debt service yearly.		Superintendent; Business Manager	Decrease debt schedule.				
	Funding Sources: Local Funds - 0.00						
8) Develop financial guidelines for Parent/Teacher groups, Booster Clubs and other related funding groups.		Business Manager	Completed Financial Guidelines.				

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

Performance Objective 2: The district will monitor and assess facility needs and address those needs based on potential growth, safety and security.

Evaluation Data Source(s) 2: Designated Fund Balance Project, Demographics Study, Completed District Improvements.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Update the existing demographics study to determine future growth projections within the school district boundaries.		Superintendent	Completed Demographics Study.				
Problem Statements: Demographics 1, 2, 3, 4, 5							
2) Monitor the five year replacement/repair plan for facilities and capital equipment, making building improvements and purchasing equipment and vehicles as funds allow.		Superintendent; Deputy Superintendent; Facilities and Maintenance.	Updated plans; work orders, purchase order for upgrades or new equipment, building project management reports, completed repairs.				
Problem Statements: Demographics 1, 2, 3, 4, 5							
Funding Sources: Local Funds - 0.00							
3) Complete facilities improvements through designated Fund Balance as approved by the Board of Trustees.		Superintendent	Completed Facilities improvements.				
Problem Statements: Demographics 1, 2, 3, 4, 5							
4) Increase safety and security measures at all sites.		Superintendent, Deputy Superintendent.	Installation of security cameras, Lock changes, security drills.				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The Junior High Campus has experienced a 12% population growth in the last year. Root Cause 1: Growing interest in neighborhood development and expanded job opportunities in the area.
Problem Statement 2: The High School Campus has experienced 4.3% population growth in the last year. Root Cause 2: Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. Root Cause 3: Growing interest in neighborhood development and expanded job opportunities in the area.
Problem Statement 4: The Intermediate Campus has experienced a 6.2% population growth in the last year. Root Cause 4: Growing interest in neighborhood development and expanded job opportunities in the area.
Problem Statement 5: The Elementary Campus has experienced a 3% population growth in the last year. Root Cause 5: Growing interest in neighborhood development and expanded job opportunities in the area.

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

Performance Objective 3: The district will meet industry standards for technology connectivity, telecommunications, human and hardware resources to support the educational and administrative needs of the district.

Evaluation Data Source(s) 3: Progress on meeting the goals outlined in the Long Range Plan for Technology for Navarro ISD.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide local, long distance and cellular (business use) phone access for administrators, teachers and staff.		Information and Technology Services	Telephone and business access for communication purposes.				
Funding Sources: Local Funds - 0.00							
2) Install, maintain, enhance or replace as necessary intra-campus and inter-campus connectivity, including cabling, networking equipment and wireless access.		Information and Technology Services	Increased access, reliability and support of network access and wireless communication for district and student devices.				
Funding Sources: Local Funds - 0.00							
3) Maintain and review minimum guidelines and standards for network and classroom infrastructure, hardware purchases, implementation, maintenance and replacement.		Information and Technology Services	Ensure classroom technology and network technologies are in alignment to support consistency in maintenance of service, replacement of equipment and support for training.				
Funding Sources: Local Funds - 0.00							
4) Identify a solution for a district wide storage array network (SAN) and/or backup solution.		Information and Technology Services	Selection of Solution and installation to ensure the integrity of district data.				
Funding Sources: Local Funds - 0.00							
5) Maintain support of the district wide power management solution.		Information and Technology Services	Ensure district data is not lost due to power issues and maintain an operable and reliable network system for all end users.				
Funding Sources: Local Funds - 0.00							
6) Maintain existing district wide security measures for technology and technology systems and provide additional supports as identified.		Information and Technology Services	Ensure consistency of services to end users. Maintain the integrity of district data and the security of student and employee information as well as data integrity. Prevent interruption of services.				
7) Provide necessary human resources to facilitate technology as an integral part of administration and instructional systems.		Information and Technology Services	Maintenance of Human Resources to support the integrity of district systems, address maintenance and support issues, provide training in use of district systems. Improve the seamless use and maintenance of network and end user devices.				

8) Maintain support and resources for 1:1 technology devices for students Grades 7-12 and all classroom teachers.		Information and Technology Services	Support student college and career readiness. Promote the integration and appropriate use of technology.				
9) Convene the District Technology Committee to review the District Long Range Plan for Technology and make necessary updates, changes or alterations to ensure alignment with District goals.		Information and Technology Services	Provide consistent outline of technology needs, accomplishments and budgetary items for long term planning.				
10) Identify and secure funding to support a District Wide Storage Area Network (SAN).		Information and Technology Services	Implementation of a SAN to secure district data and prevent loss of information.				

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

Performance Objective 4: The district will continue to provide safe and healthy learning environments for students.

Evaluation Data Source(s) 4: Completed Crisis Management Plan with documented drills, New Facilities Planning and development, Completed facilities projects, development of policy and procedures to ensure safe learning environments, programs for health and wellness promotion.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Use K12 Alerts (electronic call out system) for timely messages concerning emergencies or important district announcements.		Information Services and Technology	Maintain communication with parents and community in a timely manner.				
	Funding Sources: Local Funds - 0.00						
2) Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to: lock-downs, tornado/weathers, and fire.		Campus Principals; Deputy Superintendent	Ensure safety and security of students, staff and campuses.				
	Funding Sources: Local Funds - 0.00						
3) Support the SHAC (School Health Advisory Council) through community meetings and activities to include: sex education programs, Stuff the Bus activities, and promoting health, fitness and good nutrition.		Superintendent	Meet state guidelines, maintain healthy learning environment for students. ensure community support and input into student health and wellness programs.				
	Funding Sources: Local Funds - 0.00						
4) Participate in Red Ribbon week and other campus-based drug, bullying, and suicide prevention awareness activities.		Campus Counselors	Promote drug free, bullying and suicide prevention among students of all ages.				
	Funding Sources: Local Funds - 0.00						
5) Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, bullying prevention, character education, Seguin Outdoor Learning Center and Food services nutrition fair.		Counselors; SHAC; Food Services Coordinator	Promote healthy life choice for students.				
	Funding Sources: Local Funds - 0.00						
6) Provide for a clean, safe learning environment through well managed maintenance and custodial services to reduce contagions and maintain a sanitary and orderly school environment.		Operations Manager	Ensure safe learning and working environments for students, staff, parents and community.				
	Funding Sources: Local Funds - 0.00						

7) Deliver cyber education lessons to all students concerning cyber-bullying and internet safety.	Instructional Technologists; Instructional Services	Documented lessons plans for classrooms.				
	Funding Sources: Local Funds - 0.00					
8) Comply with all CIPA (Children's Internet Protection Act) requirements.	Information Services and Technology	Meet federal guidelines for student online safety and security.				
	Funding Sources: Local Funds - 0.00					
9) Ensure compliance with State and Federal laws concerning the School Lunch and Free and Reduced lunch programs.	Food Services Coordinator	Compliance with state and federal laws; Free and Reduced lunch applications and qualification; Reimbursements from state and federal sources.				
	Funding Sources: Local Funds - 0.00					
10) Conduct a safety and security audit concerning emergency procedures and drills on a three year cycle.	Deputy Superintendent	Ensure all possible measures are being examined in order to provide for a safe and secure learning environment.				
	Funding Sources: Local Funds - 0.00					
11) Contract with the Guadalupe County Sheriffs Office to provide a Deputy to monitor all campuses on a daily basis.	Superintendent	Provide consistent security for all Navarro ISD campuses, faculty, students and staff.				
	Funding Sources: Local Funds - 0.00					
12) Participate in county emergency management procedures and activities.	Superintendent; Deputy Superintendent	Preparedness for emergency situations.				
	Funding Sources: Local Funds - 0.00					
13) Utilize identification security measures at all sites for visitors, maintain security cameras on all campuses, and provide for additional cameras and identification support as needed.	Superintendent; Deputy Superintendent; Secretaries	Ensure the safety and security of campus and district sites.				
	Funding Sources: Local Funds - 0.00					
14) Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to: Bullying education, Reporting of Sexual abuse and Maltreatment of Children; Suicide Prevention Training; Sexual Harassment in the Workplace; Reporting of Neglect or physical abuse; Blood Borne Pathogens Education;	Instructional Services;	Meet state and federal training requirements.				
	Funding Sources: Local Funds - 0.00					
15) Create a Mental Health Assessment Team.	Instructional Services; Office of the Superintendent.	Develop a plan to address mental health issues within the school system.				
16) Evaluate Crisis Management Plans and make necessary adjustments or changes to accommodate district needs and responses to identified situations.	Instructional Services	Revision of the crisis management plan. Provide detailed information for faculty and staff to assist in responses to crisis situations.				

17) Continue to support the Training for Teachers and Staff on the ALICE protocol for Active Shooters.		Deputy Superintendent	Ensure the safety and security of all Navarro ISD stakeholders in the event of a shooting.				
18) Implement ALICE Active Shooter Training with students.		Deputy Superintendent	Provide students with the necessary training to and resources to increase safety measures in the event of a shooting incident.				

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

Performance Objective 5: The district will provide access to communication and collaboration resource tools to support district operations, campus operations, student achievement and parent connections.

Evaluation Data Source(s) 5: Employees, Administrative, Parent and community activities documented through advertisements, social media connections, online communication tools and newspaper announcements.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Use social media as a means of communication with faculty, parents, and community (i.e Facebook) to promote district activities, events and announcements.		Information services and technology	Promote communication.				
	Funding Sources: Local Funds - 0.00						
2) Use the district website and campus marquees to inform parents and community members of upcoming events and provide access to district information to allow for financial and accountability transparency.		Superintendent; Information Services and Technology.	Promote communication				
	Funding Sources: Local Funds - 0.00						
3) Update the district website and calendar weekly and monitor campus sites for accuracy.		Information services and Technology	Promote communication				
	Funding Sources: Local Funds - 0.00						
4) Offer Parent Education nights addressing key issues, to include but not limited to, Special Programs, Educational Support options, Online Safety, and topics related to student instructional, community and social needs.		Chief Instructional Officer	Increase parent and community awareness of services and how best to support students at home.				
5) Offer at least 2 Parent Education Nights per year.		Chief Instructional Officer	Increase parent and community awareness of services. Provide resources for parents to support student learning at home. Build a relationships for the home to school connection.				
6) Maintain systems to support the acquisition, transmittal and analysis of student performance data to support instructional improvement.		Chief Instructional Officer; Information and Technology Services.	Provide consistent and reliable methods of delivering data to support instruction.				
7) Expand communication with parents and community partners through technology to increase student performance, community engagement and school to home communications.		Chief Instructional Officer; Information and Technology Services	Improve home to school communications.				

8) Provide services and maintenance to support communication for human resources, business operations, strategic planning and employee collaboration district-wide.		Chief Instructional Officer; Information and Technology Services.	Ensure district stakeholders are included in the planning processes to build a better school system.				
9) Research and investigate a single login environment that supports parent/student/teacher/campus communication concerning grades, assignments, email, announcements, and campus information.		Information and Technology Services; Instructional Services.	Increase communication.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 6: The district will continue to promote healthy eating choices for all students and meet compliance with Federal and State food service guidelines.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Work closely with SHAC to provide nutritious and appealing breakfast and lunch choices for students.		Food Service Director	Provide health and inviting lunch choices for all students.				
2) Review state and federal guidelines for breakfast and lunch components and provide lunch choices that meet nutrition and calorie guidelines per the US Department of Agriculture.		Food Services Director	Meet state and federal guidelines for the school lunch program.				
3) Work with campuses and the Instructional Services office in identifying students qualifying for the Free and Reduced Lunch program.		Director of Food Services	Promote student identification for the lunch program.				
4) Maintain a safe working environment within the cafeteria setting for workers and students.		Food Services Director	Maintain a safe and secure working environment.				
5) Host a yearly health fair and food show to promote healthy eating and lifestyles.		Food Services Director	Provide information on healthy eating and lifestyle choices for parents, community and students.				
6) Hold meetings with student council cafeteria advisory groups to support cafeteria offerings.		Food Services Director	Incorporate student voice into lunch choices.				


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

Performance Objective 1: The district will provide research based professional development, resources and time to support Professional Learning Communities across vertical and horizontal alignment teams.

Evaluation Data Source(s) 1: District staff Development Calendar. PLC Planning time.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) The District Administrative Team will strategically plan District Staff Development days within the district calendar to support curriculum planning, alignment and best practices.</p>		District and Campus Administrative Team	Increase student performance across classrooms and across grade levels.				
Funding Sources: Local Funds - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) PLC vertical and horizontal alignment teams will meet in professional development grouping and throughout the school year at designated times within the campus schedule.</p>		Instructional Services	Ensure consistent curriculum delivery and instruction for all students. Provide planning time to teachers and staff.				
Funding Sources: Local Funds - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to obtain professional development and content alignment time to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students.</p>		Instructional Services	Develop a working academic calendar to support all student and staff needs.				
Funding Sources: Local Funds - 0.00							
<p>Critical Success Factors CSF 3</p> <p>4) Plan administrative PLC meetings to address instructional needs of the district.</p>		Superintendent	Focus on instructional goals for the district and campuses to improve student performance.				
Funding Sources: Local Funds - 0.00							

5) PLC Teams will be monitored throughout the school year to provide support in data analysis, progress monitoring and interventions for at-risk or high needs students.		Instructional Services, Campus Principals	Provide planning time for horizontal alignment, consistency of delivery of instructional objectives and support at-risk students. Improve student performance and consistency of curriculum delivery.				
							

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

Performance Objective 2: The district will support Professional Learning Communities (PLC) collaboration and tracking of student progress through the use of common assessment data, MAP data, STAAR data, progress monitoring data and classroom instructional data.

Evaluation Data Source(s) 2: Usage reports, RtI placements, progress monitoring reports, tutorial schedules and test results of students.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Utilize and support Measures of Academic Progress (MAP) testing in Math, Reading, Writing, Grades K-9 and Science grades 5 ad 8 to measure achievement levels as they are tied to RtI, student learning needs, current TEKS readiness, potential STAAR performance, College Readiness and diagnostic data for teachers to focus on gaps in student learning.</p>		Instructional Services	Identify learning gaps to address individual student needs. Improve student academic performance.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: Local Funds - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide professional development to teachers and staff in working with the assessment, applying results to classroom instruction, monitoring students within the RTI structure, progress monitoring and testing procedures.</p>		Instructional Services	Provide teachers with training and tools necessary to support struggling students and fill instructional learning gaps. Improve student performance.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 Funding Sources: Local Funds - 0.00</p>						
3) Budget funding to support the assessment program.		Instructional Services	Provide assessment program to monitor student performance.				
<p>4) Work with PLC teams in using Lead4ward student learning reports and Scaffolding documents to analyze STAAR Data, MAP Data and classroom common assessment or instructional data to make informed decisions about RTI, student progress, advanced placement and lesson planning.</p>		Instructional Services, Campus Principals.	Ensure accurate data assessment to support student learning. Address individual student learning needs.				
	<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5</p>						

5) Continue to use Benchmark assessments at appropriate grade levels to measure classroom alignment with curriculum standards.		Campus Principals	Measure student performance on learning objectives.				
6) Use Eduphoria Aware to develop common assessments for Semester or Six week exams to measure student progress across classrooms and PLC teams.		Campus Principals	Measure student performance among same subject area classrooms for consistency in academic achievement across classroom environments.				

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. Root Cause 1: Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.
Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.
Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. Root Cause 5: Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.

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

Performance Objective 3: The district will continue to examine competitive compensation for district employees by examining trends and compensation practices yearly.

Evaluation Data Source(s) 3: Yearly salary review.

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Review the district salary plan yearly to determine if funding exists to be able to increase employee pay.		Superintendent; Board of Trustees	Increase salary schedule; Teacher retention;				
Problem Statements: Demographics 6 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: Local Funds - 0.00							
2) Review and adjust the mid-points for each salary group yearly to maintain competitiveness.		Superintendent; Business Manager	Review and mid-point adjustment completion.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 6: The district experienced a 16% turn over rate among teachers and staff. Root Cause 6: Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.
School Processes & Programs
Problem Statement 1: Salary schedules for professional educators are below comparative markets. Root Cause 1: Fiscal constraints due to formula funding have limited salary schedules.
Problem Statement 2: The district has experienced a 16.0% increase in turnover in the last 12 months. Root Cause 2: Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.
Perceptions
Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired. Root Cause 1: Budgetary constraints limited the number of positions the district was able to create and fill.

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

Performance Objective 4: The district will continue to support new teachers entering the district through the Professional Educator Induction Program.

Evaluation Data Source(s) 4: Completion of training sessions, new teachers in programs.

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Hold a New Educator Orientation training yearly allowing New employees to connect with campus mentors, receive introductory training on campus programs and services and receive technology training on district resources.		Instructional Services; Information and Technology Services	Ensure a smooth transition for new teachers into the Navarro ISD family.				
	Problem Statements: School Processes & Programs 2 Funding Sources: Local Funds - 0.00						
2) Mentors will be assigned to teachers in their first two years of teaching.		Instructional Services	Provide support and reinforcement for new teachers to the profession. Build stronger teachers.				
	Funding Sources: Local Funds - 0.00						
3) Monitor new teachers through classroom observations and walk-throughs.		Principals; Instructional Services	Monitor consistency of new employees w with district and campus instructional goals. Provide support for teachers new to the district.				
	Funding Sources: Local Funds - 0.00						
4) Designate funding and training support for new employees and teachers in Explicit Instruction and the Fundamental 5.		Instructional Services	Maintain consistent support for instructional delivery, differentiation and meeting the needs of individual students. Alignment with district goals and initiatives for instructional delivery.				
	Problem Statements: Student Academic Achievement 2, 3, 5						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. **Root Cause 2:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. **Root Cause 3:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. **Root Cause 5:** Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.

School Processes & Programs





Problem Statement 2: The district has experienced a 16.0% increase in turnover in the last 12 months. **Root Cause 2:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

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

Performance Objective 5: The district will use the Technology Literacy and Proficiency Program (TLPP) with staff to support the implementation of technology use in the classroom.

Evaluation Data Source(s) 5: Implementation progress on the TLPP Plan.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>Critical Success Factors CSF 7</p> <p>1) Implement the Technology Integration Matrix (TIM) Model to support an interactive student learning environment and technology integration into the standard curriculum.</p>		Instructional Services; Campus Principals; Instructional Technology	Measure teacher proficiency levels with technology in the classroom.				
<p>Critical Success Factors CSF 1</p> <p>2) Revise and monitor the scope and sequence of technology concepts and skills based on the Technology Applications TEKS and ISTE NETS within the curriculum using the Technology Integration Matrix as a guide.</p>		Instructional Services, Campus Principals, Instructional Technology	Integration of Technology Applications TEKS into the Scope and Sequence of K-8 courses.				
<p>3) Provide professional development opportunities aligned to the ISTE Teacher and Administrator Standards and the T-TESS and T-PSS technology expectations.</p>		Instructional Services	Provide staff development that meets teachers needs for continual improvement in the classroom.				
<p>4) Enable all students to demonstrate solid proficiency and independent use of technology supporting academic achievement and college and career readiness.</p>		Chief Instructional Officer; Principals; Instructional Technologists	Increased learning opportunities through online resources, college and career readiness, instructional supports anywhere anytime per District Technology Plan outlines.				
<p>5) Customize professional development to meet teacher/staff needs in real time to support teacher comfort levels of technology that best support student learning needs.</p>		Chief Instructional Officer; Instructional Technologists; Campus Principals.	Increased use of technology in the classroom that supports academic rigor and lifelong learning practices.				
<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 2: Navarro ISD will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 6: The district will continue to seek highly qualified applicants to fill vacancies by attending at least 4 job fairs and promoting job openings through at least 2 internet and traditional posting methods.

Evaluation Data Source(s) 6: Job postings, job fair attendance; certification data.

Summative Evaluation 6:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Monitor job postings, screenings, and the interview process to assure full consideration of a diversified applicant pool.		Human Resources	Increased staff diversity; Highly qualified candidates.				
	Funding Sources: Local Funds - 0.00						
2) Attend job fairs.		Human Resources	Attendance to job fairs				
	Funding Sources: Local Funds - 0.00						
3) Post job openings in various locations such as district office, newspaper, Texas Association of School Administrators, district website and other applicable sources.		Human Resources	Postings of job opening in various locations. Copies of postings. Job applications.				
	Funding Sources: Local Funds - 0.00						

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





Performance Objective 7: The district will continue to provide in-district and out-of-district staff development opportunities to meet the needs of the teachers as evidenced by at least 85% of staff attending professional learning in their content areas.

Evaluation Data Source(s) 7: Eduphoria reports. Staff Development Offerings. Out of district staff development attendance.

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Provide technology training to increase the effective use of technology with students in classrooms. Specifically supporting 1:1 initiatives in the district aligned to the Technology Literacy and Proficiency Program.		Instructional Services	Technology Training provided in iSucceed University; Increase participation in technology and training opportunities.				
Funding Sources: Local Funds - 0.00							
PBMAS Critical Success Factors CSF 7		Instructional Technologists; GT Specialists	Ensure that appropriate In-District training in differentiated instruction meets individual student needs. Improve student performance.				
2) Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented, Special Education, ESL Program and Technology integration in the classroom	Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2, 3, 4 Funding Sources: Local Funds - 0.00						
3) Provide behavior modification/restraint (CPI) training for special education staff and others on a yearly basis.		Instructional Services	Ensure staff is accurately trained for behavior modification and or restraint.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 1 CSF 7		Instructional Services	Full compliance with state and federal regulations.				
4) Coordinate with ESC Region XIII to provide staff development and assistance in the areas of state and federal compliance, ESL, migrant, homeless, CTE and Special Education.	Problem Statements: Student Academic Achievement 2, 3, 5 Funding Sources: Local Funds - 0.00						

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Allocate funding and district resources to teachers and staff to attend staff development in district or out of district to meet individual content area needs especially in the areas of ESL, Economically Disadvantaged and Special Education.</p>		Instructional Services	Increase teacher tools to support struggling learners.				
<p>Problem Statements: Student Academic Achievement 2, 3, 5 Funding Sources: Local Funds - 0.00, Title II Funds - 17000.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) Utilize district funds to provide intensive training to teachers and staff to increase student reading, math and science performance for Economically disadvantaged students, ESL students and Special Education students.</p>		Instructional Services; Campus Principals	Provide a standardized method across the district to support reading and writing in all subject areas for struggling students.				
<p>Problem Statements: Student Academic Achievement 2, 3, 4, 5 Funding Sources: Local Funds - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. Root Cause 3: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
Student Academic Achievement
<p>Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. Root Cause 1: Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.</p>
<p>Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.</p>
<p>Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.</p>
<p>Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.</p>
<p>Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. Root Cause 5: Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.</p>
Perceptions
<p>Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. Root Cause 2: Multi-cultural education and activities were not viewed as a priority.</p>
<p>Problem Statement 3: Student support and programs for the gifted and talented population are limited. Root Cause 3: Program supports and processes for secondary students are limited.</p>

Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3. **Root Cause 4:** Budgetary constraints limited the number of positions the district was able to create and fill.

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



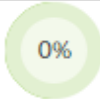

Performance Objective 8: The district will continue to support and provide staff resources for management of personnel and activities.

Evaluation Data Source(s) 8: Program reports, activity reports, purchase orders.

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Continue use of AESOP (Automated District Absence Management System) to decrease overtime, usage of staff leave, increase delivery of instruction to students and decrease campus substitute payroll.		Human Resources; Business Manager	Provide electronic means to report absences, meet substitute needs and decrease overtime. Decrease the loss of instructional time due to employee absences.				
Funding Sources: Local Funds - 0.00							
2) Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas.		Instructional Services; Business Manager; Superintendent	Provide necessary Human Resources to support instructional programs.				
Problem Statements: School Processes & Programs 1, 2 - Perceptions 1							
Funding Sources: Local Funds - 0.00							
3) Hold monthly counselor meetings to discuss counseling priorities, counseling services, 504 accommodations and at-risk student interventions.		Instructional Services	Provide consistent counseling services.				
Funding Sources: Local Funds - 0.00							
4) Hold monthly Special Education meetings with teachers and staff to review compliance training, local resources, group problem solving and program interventions for at-risk students.		Instructional Services	Maintain consistent special education services.				
Funding Sources: Local Funds - 0.00							
5) Allocate funding and resources to the Pegasus /PPCD program to serve children ages 3-4 in the district.		Instructional Services	Maintain and grow PPCD program and support child find to support student needs.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 2		Information and Technology Services;	Maintain internal data warehouse.				
6) Provide Eduphoria to monitor staff development, student assessment, work orders and employee evaluations		Instructional Services.					
Funding Sources: Local Funds - 0.00							

7) Provide access to the TEKS Resource system to support instructional focus, year at a glance and curriculum support materials.		Instructional Services; Information and Technology Services	Maintain consistent curriculum across all campuses and within the district.				
Funding Sources: Local Funds - 0.00							
8) Allocate funding and provide access to TEKS Guides and Training Support for teachers in the use of the District approved curriculum to ensure vertical and horizontal curricular alignment.		Instructional Services	Purchase of TEXGuides; Staff Development Sessions; Region XIII contract support. Curriculum Alignment documents.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2, 3, 4							
9) Provide training on the district selected a single sign-on solution for teachers and students to access all online information, resources and curricular materials.		Instructional Services; Information and Technology Services	Support ease of online instructional resources access. Limit password changes; increase security for online systems.				
10) Work collaboratively with the Educational Service Center to provide staff development in curriculum alignment and use of resources associated with the district approved Literacy Plan for grades K-5.		Instructional Services	Literacy reports from ESC Region; Region Contracts, Teacher training, Curriculum documents, Literacy Committee Feedback.				
Problem Statements: Student Academic Achievement 1, 2, 4, 5							
11) Allocate funding and support to continue the implementation and monitoring of Explicit Instruction strategies and the Fundamental 5.	2.5, 2.6	Instructional Services	Scheduled Training sessions; Sign in Sheets; Walk Through and Evaluation Documentation; Student/School Progress in Accountability.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2, 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. Root Cause 1: Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.
Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.
Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. Root Cause 5: Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.
School Processes & Programs

Problem Statement 1: Salary schedules for professional educators are below comparative markets. **Root Cause 1:** Fiscal constraints due to formula funding have limited salary schedules.

Problem Statement 2: The district has experienced a 16.0% increase in turnover in the last 12 months. **Root Cause 2:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

Perceptions

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired. **Root Cause 1:** Budgetary constraints limited the number of positions the district was able to create and fill.

Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. **Root Cause 2:** Multi-cultural education and activities were not viewed as a priority.

Problem Statement 3: Student support and programs for the gifted and talented population are limited. **Root Cause 3:** Program supports and processes for secondary students are limited.

Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3. **Root Cause 4:** Budgetary constraints limited the number of positions the district was able to create and fill.



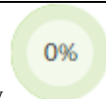

Goal 2: Navarro ISD will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 9: The district will identify personnel needs based on school district growth.

Evaluation Data Source(s) 9: Turn over ratio; Addition of personnel in key areas.

Summative Evaluation 9:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Prioritize district needs based on classroom and program needs.		Superintendent.	Increase Personnel allocations; meet instructional needs.				
Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3, 4							
2) Identify funding, support and need to enhance staffing to support a growing Special Education program.		Instructional Services	Increase staff to support a growing instructional population.				
Problem Statements: Demographics 3 - Student Academic Achievement 2, 3 - Perceptions 1							
3) Expand the Career and Technology Department teaching staff to support the expansion of Programs and Services aligned to Student Career Certifications, Career Pathways, Endorsements, Military preparedness and college and/or career readiness.		Instructional Services	CTE Program Expansion; Staffing Allocations; Increased staff members.				
Problem Statements: Student Academic Achievement 1, 4							
4) Identify funding and support for Technology Personnel to meet the increased needs and expansion of technology resources within the district.		Information and Technology Services	Increase Technology Support; Increase Personnel Allocations; Provide support for technology resources.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: The Junior High Campus has experienced a 12% population growth in the last year. Root Cause 1: Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 2: The High School Campus has experienced 4.3% population growth in the last year. **Root Cause 2:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. **Root Cause 3:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 4: The Intermediate Campus has experienced a 6.2% population growth in the last year. **Root Cause 4:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 5: The Elementary Campus has experienced a 3% population growth in the last year. **Root Cause 5:** Growing interest in neighborhood development and expanded job opportunities in the area.

Problem Statement 6: The district experienced a 16% turn over rate among teachers and staff. **Root Cause 6:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

Student Academic Achievement

Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. **Root Cause 1:** Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.

Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. **Root Cause 2:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. **Root Cause 3:** Special Education was not viewed as a priority and multiple staffing changes among special education support staff.

Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. **Root Cause 4:** Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.

School Processes & Programs

Problem Statement 1: Salary schedules for professional educators are below comparative markets. **Root Cause 1:** Fiscal constraints due to formula funding have limited salary schedules.

Problem Statement 2: The district has experienced a 16.0% increase in turnover in the last 12 months. **Root Cause 2:** Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.

Perceptions

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired. **Root Cause 1:** Budgetary constraints limited the number of positions the district was able to create and fill.

Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. **Root Cause 2:** Multi-cultural education and activities were not viewed as a priority.

Problem Statement 3: Student support and programs for the gifted and talented population are limited. **Root Cause 3:** Program supports and processes for secondary students are limited.

Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3. **Root Cause 4:** Budgetary constraints limited the number of positions the district was able to create and fill.


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

Performance Objective 10: The district will provide professional development and support for teachers and staff and community to support student mental health and well being.


Evaluation Data Source(s) 10: Professional development records;

Summative Evaluation 10:

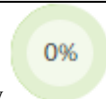
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) The Mental Health Assessment team will identify and select key staff development sessions to support teacher knowledge of mental health.		Instructional Services	Increase awareness of mental health; identify staff development to support mental health; identify student programs.				
2) Identify community and parent educational sessions to assist parents in understanding student mental health issues, supports and services.		Instructional Services	Increase parent and community services to support mental health and wellness for students.				
3) Schedule mental health first aid training in collaboration with Bluebonnet Trails for all teaching staff.		Instructional Services	Ensure positive relationship with local mental health officials to meet student needs.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Use Response to Intervention (RtI) structure across all campuses.





Evaluation Data Source(s) 1: Professional Development Offered to support RtI Implementation

- RtI team meeting logs
- Progress Monitoring data - iStation, Compass Learning, Apex
- MAP assessment Data

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Review district data sources PBMAS, STAAR, System Safeguards, Benchmarks, formative assessments, and MAP assessment Data to identify at-risk or instructional need areas for students and apply the appropriate interventions to support the individual learning needs based on district resources and tools provided in the RtI manual.		Instructional Services	Use of Data sources; selected targeted interventions. Increase student performance. Meet instructional needs of struggling learners. Improve learning gaps.				
	Funding Sources: Local Funds - 0.00						
Critical Success Factors CSF 1 2) Provide professional development and classroom support for teachers in implementing the full RTI structure.		Instructional Services	Ensure the appropriate application of RtI process; ensure staff understanding of intervention and support services. Increase student achievement. Reduce learning gaps among students.				
	Funding Sources: Local Funds - 0.00						
TEA Priorities Build a foundation of reading and math 3) Support reading and math interventions through Title I staff at the Elementary and Intermediate campuses.		Instructional Services	Improve reading and math student performance.				

<p>PBMAS TEA Priorities Build a foundation of reading and math 4) Support reading intervention at the Intermediate campus through the use of Read 180 and System 44 for struggling students.</p>		Campus Principal	Improve reading skills for students.				
<p>PBMAS TEA Priorities Build a foundation of reading and math 5) Support reading intervention at the Junior High and High School campuses through Reading Courses to accompany ELAR</p>		Instructional Services; Campus Principals	Improved Reading Levels of Struggling Readers; Increase test scores; course allocations' class lists.				
<p>PBMAS 6) Provide RtI time and scheduling during the school day.</p>		Instructional Services; Campus Principals	Provide designated time to help reduce learning gaps for struggling learners.				
<p>PBMAS 7) Provide monitoring tools at the campus level to track student progress on learning objectives, to include but not limited to daily use of intervention systems by all students and specific intervention assignments provided to students needing to close learning gaps.</p>		Instructional Services; Campus Principals	Improve student learning objectives and mastery of instructional content. Close learning gaps for students; provide teachers with tools to monitor student progress.				
<p>PBMAS TEA Priorities Build a foundation of reading and math 8) Provide designated staff members at the Elementary campus to support RtI reading and math.</p>		Instructional Services	RtI implementation				
<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 3: Navarro ISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.





Performance Objective 2: The district will continue to focus on the improvement of student performance on State assessments by showing a 2 to 5 percentage point increase in all student performance among approaches grade level, meets grade level and masters grade level student achievement scores as represented in Domain I of the State Accountability System.

Evaluation Data Source(s) 2: Increase in student performance by 2 to 5 percentage points.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time.</p>		Instructional Services	Provide resources to support struggling learners. Provide resources to support accelerated learning and support students advancement.				
	Funding Sources: Local Funds - 0.00						
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Provide professional development support or classroom instructional support in utilizing district progress monitoring tools such as iStation, STAR Reading, MAP, Compass, IXL, and other district provided instructional support resources.</p>		Instructional Services; Counselors; Principals	Selection of Tools; documentation of student interventions.				
	Funding Sources: Local Funds - 0.00						
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Continue to support assessment tools and curriculum resources to teachers to provide benchmark and common assessment tools to track students progress towards STAAR performance and College and Career Readiness.</p>		Instructional Services	Provide assessment tools to track student progress and monitor student college and career readiness. Provide real time data for teachers to adjust instruction, limiting learning and instructional gaps.				
	Funding Sources: Local Funds - 0.00						

4) Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance.		Instructional Services	Standardized/progress monitoring assessment program.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Develop a comprehensive three year plan addressing the ESL program that can be implemented district wide in all classrooms to best support ELL student learning needs.</p>		Chief Instructional Officer; District ESL Teacher	Formalized plan to support ELL program learning and advancement. SIOP support, ELPS support and in class supports for ESL learners.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Implement the classroom management and instructional support of Explicit Instruction in all classrooms.</p>		Campus Principals; Chief Instructional Officer	Improved best practices to support Tier 1 learning for struggling learners and all learners.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Utilize the Fundamental 5 best practices as the framework to support Explicit Instruction in the classroom.</p>		Campus Principals; Chief Instructional Officer	Fundamental 5 constructs utilized in the classroom to support interactive student learning.				
Problem Statements: Perceptions 1							
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Provide instructional tools and resources to ensure curriculum alignment between and among grade levels.</p>		Instructional Services; Campus Principals	Alignment of instructional tools and classroom resources to match district curriculum. Consistency of instructional materials for students.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2, 3							
9) Campuses will utilize Student Learning Objectives (SLOs) as a measurement for student instructional growth.		Instructional Services; Campus Principals	SLO reports.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>10) Provide instructional coaching for teachers in grades K-5 to support the implementation and standardization of the District Literacy Plan.</p>		Instructional Services; Campus Principals	Instructional Coaching Logs; T-TESS data; SLO data; Student reading achievement scores.				
Problem Statements: Student Academic Achievement 2, 5							
11) Provide funding and support for the English Language Arts Textbook adoption for Grades K-8.		Instructional Services	Purchase textbooks and classroom resources appropriate to support student learning needs.				
12) Provide training, support and monitoring of teacher and classroom use of District approved curriculum and curriculum resources to ensure consistency in instructional practices, objectives, content and learning across the grade levels.		Instructional Services; Campus Principals	Improve student performance; monitor consistent application of district curriculum; ensure appropriate application and understanding of curriculum resources and instructional delivery.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5 - Perceptions 2, 3							

<p>TEA Priorities Build a foundation of reading and math</p> <p>13) Review the ELAR Grades 6-12 program for alignment and development of extended Literacy Plan beyond grade 5.</p>		Instructional Services; Campus Principals	Provide a consistent Literacy plan for Navarro ISD for all students.				
<p>TEA Priorities Build a foundation of reading and math</p> <p>14) Conduct a curriculum audit of existing programs.</p>		Instructional Services	Monitor curriculum application and consistency of curriculum across grade levels and content areas.				
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5							
<p>15) Implement an expansion of the Advanced Academics programs at the Junior High and High School.</p>		Instructional Services; Campus Principals	Advanced Academics and GT related classroom offerings, materials and courses; Master schedules.				
Problem Statements: Perceptions 3							
<p>TEA Priorities Build a foundation of reading and math</p> <p>16) Provide in class support to teachers in high need classrooms to support academic achievement among Economically Disadvantaged, Special Education, ESL, and Hispanic populations.</p>		Instructional Services; Campus Principals	Meet the needs of struggling learners. Provide supports to allow for varied instructional strategies. Fill instructional gaps for students.				
Problem Statements: Student Academic Achievement 2, 3, 5 - Perceptions 2							
<p>17) District library staff will evaluate campus library programs, services, and facilities, identify research based best practices in school libraries and literacy programs, and provide recommendations for improving student achievement.</p>		Library Services	Improve library support for classrooms and student achievement.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. Root Cause 1: Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.
Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.

Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. **Root Cause 5:** Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.

Perceptions

Problem Statement 1: With the increase in school population, teacher to student ratios are higher than desired. **Root Cause 1:** Budgetary constraints limited the number of positions the district was able to create and fill.

Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. **Root Cause 2:** Multi-cultural education and activities were not viewed as a priority.

Problem Statement 3: Student support and programs for the gifted and talented population are limited. **Root Cause 3:** Program supports and processes for secondary students are limited.

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

Performance Objective 3: The district will focus on the improvement of closing achievement gaps on State Assessments by increasing the percentage of Hispanic, ESL, Special Education and Economically Disadvantaged students meeting grade level standard on state assessments.

Evaluation Data Source(s) 3: Increase in the percentage of Hispanic, ESL, Special Education and Economically Disadvantaged students meeting grade level standard on the STAAR.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Work with PLC groups to analyze data among the Hispanic, Special Education, ESL and Economically Disadvantaged students to target specific skills among the groups for targeted intervention.</p>		Instructional Services, Campus Principals	Selection of targeted skills for intervention. PLC meetings.				
	<p>Problem Statements: Student Academic Achievement 2, 3, 5 Funding Sources: Local Funds - 0.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom.</p>		Instructional Services; Campus Principals	Improved performance on state assessments by ESL and Special Education Students.				
	<p>Problem Statements: Student Academic Achievement 2, 3, 5</p>						
<p>TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Utilize Explicit Instruction process to increase classroom Tier 1 instructional rigor.</p>		Campus Principals	Increased classroom rigor; instructional scaffolding to support all learners in all population groups.				
	<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Review the RtI process with all teachers to reinforce the need for data monitoring, assessment and implementation of intervention with fidelity.</p>						

<p>Critical Success Factors CSF 1</p> <p>5) Provide continued staff development in Explicit Instruction to support differentiation and learning needs of struggling learners.</p>		Campus Principals; Chief Instructional Officer.	Improved Tier 1 Instruction levels for struggling students.				
<p>PBMAS Critical Success Factors CSF 1</p> <p>6) Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELs including SIOP and support training.</p>		Chief Instructional Officer; Campus Principal.	Increased learning by teachers on how to best support the learning needs of the ELL population group.				
	Problem Statements: Student Academic Achievement 5						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) General Education and Special Education teachers will work together in teams to design learning plans for achieving IEP goals for Special Education students.</p>		Campus Principals; Chief Instructional Officer.	Improve student achievement and transition goals for college and career readiness in the special education population.				
	Problem Statements: Demographics 3 - Student Academic Achievement 2, 3						

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. Root Cause 3: Growing interest in neighborhood development and expanded job opportunities in the area.
Student Academic Achievement
Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 5: English Learners at the Intermediate and Junior High Campuses have performed below Federal thresholds for the past two years. Root Cause 5: Rapid growth of the EL population and the need for professional development and support to assist teachers in supporting the population.

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

Performance Objective 4: The district will improve Special Education performance on State Assessments in all subject areas.

Evaluation Data Source(s) 4: Increase in performance of Special Education students on STAAR.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Meet with special education staff and teachers to review student performance on common and benchmark assessments in grades 3-12 in the areas of math and reading to track trends and identify targeted interventions to support student performance on testing measures.</p>		Instructional Services; campus principals; special education staff; classroom teachers.	Interventions implemented in the classroom.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 2, 3 Funding Sources: Local Funds - 0.00</p>							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Provide in district and out of district professional development in classroom support, instructional strategies and data review support for teachers to support special education student needs in the general education classroom.</p>		Instructional Services; Special Education	Staff Development to meet the needs of our most struggling learners.				
<p>PBMAS</p> <p>3) Develop a special education task force committee to review student needs and provide recommendations for programs to support students transitions between campuses as well as after graduation, to include but not limited to functional academics, essential academics, and programs to support consistent strategies to support student growth from year to year.</p>		Instructional Services; Special Education	Program review; consistency of services, alignment of special education curriculum and services to meet growing needs.				
<p>Problem Statements: Demographics 3 - Student Academic Achievement 2, 3, 4</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. Root Cause 3: Growing interest in neighborhood development and expanded job opportunities in the area.
Student Academic Achievement
Problem Statement 2: Students receiving special education services in Reading are performing 2% below Federal thresholds. Root Cause 2: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 3: Student receiving special education services in Math are performing 4% below Federal thresholds. Root Cause 3: Special Education was not viewed as a priority and multiple staffing changes among special education support staff.
Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.





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

Performance Objective 5: The district will continue to promote communications between home, school, parents and community.

Evaluation Data Source(s) 5: Community survey information.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Utilize Tx Connect to maintain communication on grading and student progress in the classroom.		Information and Technology Services	Tx Connect Use and parent registration. Foster communication about student performance to parents.				
Funding Sources: Local Funds - 0.00							
2) Maintain an updated calendar of events on the district website and promote community and parent involvement events such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night.		Principals, Instructional Services	Maintain communication with the Community and Parents concerning events calendar; campus community offerings; parent and community events.				
Funding Sources: Local Funds - 0.00							
3) Ensure Title I parent meetings are held annually to meet Title requirements.		Campus Principals; Instructional Services	Meet federal requirements.				
Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 5 CSF 6		Instructional Services	Ensure the district maintains strong parental and community involvement.				
4) Revise and maintain a comprehensive parent and community involvement plan.	Problem Statements: Demographics 1, 2, 3, 4, 5, 6						
Critical Success Factors CSF 5 CSF 6		Instructional Services	Support parent interaction with students in the home learning environment. Support the parent/school connection. Provide services to the parents and community concerning district offered instructional supports and counseling programs.				
5) Provide at least 2 parent education nights per year district wide to provide parents with training, support or information on topics that are trending among US schools.							
Critical Success Factors CSF 3 CSF 5 CSF 6		Instructional Services; Information and Technology Services	Ensure the district has a consistent method for communicating with parents and community concerning district events, instructional goals and general district information.				
6) Maintain a texting/calling program that may be utilized to support parent notification of campus events, teacher communications, or general announcements.							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide articles, pictures and information about district events using the Panther Tracks publication in coordination with the Seguin Gazette.</p>		<p>Instructional Services</p>	<p>Promote the good work of faculty and staff with Navarro ISD community.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: The Junior High Campus has experienced a 12% population growth in the last year. Root Cause 1: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
<p>Problem Statement 2: The High School Campus has experienced 4.3% population growth in the last year. Root Cause 2: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
<p>Problem Statement 3: The Special Education Population has increased by 8.7% in the last year. Root Cause 3: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
<p>Problem Statement 4: The Intermediate Campus has experienced a 6.2% population growth in the last year. Root Cause 4: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
<p>Problem Statement 5: The Elementary Campus has experienced a 3% population growth in the last year. Root Cause 5: Growing interest in neighborhood development and expanded job opportunities in the area.</p>
<p>Problem Statement 6: The district experienced a 16% turn over rate among teachers and staff. Root Cause 6: Retirements of employees and a change in Athletic Director and coaching staff at the secondary level.</p>

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

Performance Objective 6: The district will work directly with campuses to offer courses and extra-curricular activities to meet the needs of the growing population.

Evaluation Data Source(s) 6: Course offering, Extra-curricular activities and Parent and Community survey results.

Summative Evaluation 6:

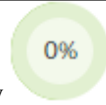
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Identify new clubs or extra-curricular activities for students yearly.		Principals; Instructional Services	Increase in activities or clubs for students.				
Problem Statements: Perceptions 2, 3, 4 Funding Sources: Local Funds - 0.00							
Critical Success Factors CSF 1		Instructional Services	Build STEM skills to support higher level robotics programs.				
2) Provide a robotics club and chess club for students at the 4-8 grade levels to support GT students.	Problem Statements: Perceptions 3 Funding Sources: Local Funds - 0.00						
3) Enhance and expand the Special Olympics Program for special needs students in the district.		Instructional Services; Special Education	Student participation in Special Olympics				
Funding Sources: Local Funds - 0.00							
4) Explore potential clubs or activities targeted for Special Needs students.		Director of Special Education; Chief Instructional Officer.	Club activities inclusive of Special Needs students targeted for identified needs.				
Critical Success Factors CSF 1		Gifted and Talented Specialist; Chief Instructional Officer	Completion of the Recommended Plan and Compliance with all state recommended requirements.				
5) Using the State GT Model for Gifted and Talented Programs and Advanced Academics, develop a district GT program that meets the recommended state plan for Gifted and Talented Programs.	Problem Statements: Perceptions 3						
6) Continue to support the Destination Imagination program for GT students district wide.		Gifted and Talented Specialist; Chief Instructional Officer.	Funds allocated and sponsors identified to support teams. GT students will be provided will additional opportunities to expand their learning through the process.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 2: Opportunities for students to experience multi-cultural activities at all grade levels is limited. Root Cause 2: Multi-cultural education and activities were not viewed as a priority.
Problem Statement 3: Student support and programs for the gifted and talented population are limited. Root Cause 3: Program supports and processes for secondary students are limited.
Problem Statement 4: The Fine Arts programs at the lower grades is limited to Music at grades K-3. Root Cause 4: Budgetary constraints limited the number of positions the district was able to create and fill.

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

Performance Objective 7: The district will support campuses in the offering of counseling/special services as evidenced through collaborative partnerships and district initiatives to support student needs.

Evaluation Data Source(s) 7: Collaborative partnerships, Counseling services offered, Home-bound program, homeless program and Cooperative partnerships with ESC Region 13.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Allocate resources and funding to support a home-bound instruction teacher.		Instructional Services	Support student learning needs who require home services.				
	Funding Sources: Local Funds - 0.00						
2) Allocate funding and resources to support homeless and/or unaccompanied youths within the district to ensure academic achievement of all students.		Instructional Services	Support families and students to maintain a solid school environment.				
	Funding Sources: Local Funds - 0.00						
3) Maintain Memorandum of Understanding with community resources such as Connections, Any Baby Can, MHMR, Bluebonnet Trails and others to support counseling needs.		Instructional Services	Support mental health and support services for families, students, parents and the Navarro ISD community.				
	Funding Sources: Local Funds - 0.00						
4) Conduct a review of the district's Crisis Management Plan and make adjustments as needed.		Instructional Services	Revised Crisis Management System.				

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

Performance Objective 8: The district will promote college and career readiness across all campuses as evidenced by district activities, CTE certifications offered at the HS level, College TSI scores, Military enlistment, CTE Coherent Course sequencing of courses and career exploration.





Evaluation Data Source(s) 8: CTE certifications offered and completed by students; college and career readiness activities documented on school calendar, campus rosters, TSI, SAT/ACT participation and performance, coherent course sequences and STAAR/EOC performance and campus Career Exploration activities.

Summative Evaluation 8:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Mar	June	Sept	Nov
1) Host a College and Career week in conjunction with Generation Texas Week and College Application Week.		Campus Counselors	Support student information and knowledge about College and Career Options. Build a foundation for college and career readiness.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: Local Funds - 0.00						
2) Utilize purchased resources such as Career Cruising, PAWS in Jobland and other online tools to highlight college and career pathways at all grade levels.		Campus Counselors	Increase awareness among students concerning future jobs, goals, schools, and career pathways.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: Local Funds - 0.00						
TEA Priorities Connect high school to career and college 3) Facilitate options for dual credit courses, AP courses, certification programs and career pathways in collaboration with local colleges and universities.		Instructional Services, CTE and HS Principals	Increase certification opportunities for students; Increase participation and achievement in AP courses and Dual credit offerings; Support College and Career readiness. Build programs to support students beyond graduation.				
	Problem Statements: Student Academic Achievement 1, 4 Funding Sources: Local Funds - 0.00						
4) Allocate funding and program support for student participation in SAT, ACT, PSAT and TSI.		Instructional Services	Increase student performance on SAT, ACT, PSAT and TSI.				
	Problem Statements: Student Academic Achievement 1, 4 Funding Sources: Local Funds - 0.00						
5) Provide instructional resources and programs to increase student performance on the SAT, ACT, PSAT and TSI.		Instructional Services; High School Principals	Increased student performance on testing measures.				
	Funding Sources: Local Funds - 0.00						

<p>TEA Priorities Connect high school to career and college 6) Identify additional HS career pathways that may be offered for students to obtain industry certifications upon graduation.</p>		Instructional Services; CTE; High School Principals.	Increase opportunities for students to obtain industry certifications and obtain skills to support career choices after graduation.				
Problem Statements: Student Academic Achievement 4							
<p>TEA Priorities Connect high school to career and college 7) Work with the Area Chamber of Commerce and other Independent School Districts in the area to target job needs in the geographical area in order to identify courses and offerings at the High School Level to best support graduates going into the workforce.</p>		Instructional Services; Career and Technology Education	Maintain relationships between Navarro ISD and local industry to support college and career readiness opportunities for Navarro ISD students.				
<p>TEA Priorities Connect high school to career and college 8) Texas Workforce Commission DARS will support our students with disabilities in moving from HS to job related or college based on student needs.</p>		Director of Special Education	Support career readiness for Special Education Students.				
Problem Statements: Student Academic Achievement 4							
<p>TEA Priorities Connect high school to career and college Critical Success Factors CSF 1 9) Establish Navarro High School as an official testing site to test all 10th grade students using the Texas Success Initiative (TSI) Assessment to determine college and career readiness for all students and dual credit/AP course placement.</p>		Instructional Services; High School Principal; High School Counselor	Completed testing site Student test results.				
Problem Statements: Student Academic Achievement 1, 4							
<p>TEA Priorities Connect high school to career and college 10) Support college and career counseling at the Junior High and High School to assist students in determining college or career options in the selection of high school courses, career pathways, endorsements and testing.</p>		Principals; Instructional Services	Increase support for students and families in preparing for college, careers, pathways and post graduation readiness.				
Problem Statements: Student Academic Achievement 4							
<p>Critical Success Factors CSF 1 CSF 5 11) Work with the Seguin Economic Development Council and the Seguin Chamber of Commerce to develop partnerships with local industry to support career readiness in the local community.</p>		Chief Instructional Officer; Instructional Technology Specialists	Increase opportunities for students to investigate career choices in the local area and align existing Navarro ISD CTE curriculum with industry needs.				
Problem Statements: Student Academic Achievement 4							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>12) Continue to support the partnership with CMC for industry focused teaching in the Ag Mechanics program.</p>	Chief Instructional Officer; Campus Principals; Instructional Technologist	A defined coherent sequence of courses for a career path into a local industry in the area of Ag Mechanics. Community based partnership that includes regular visits from CMC staff to support industry related instruction for students.				
	Problem Statements: Student Academic Achievement 4					
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>13) Seek additional partnerships to expand existing programs such as Health Careers and Engineering, and expand into new Career Choice areas to support the local job market.</p>	Instructional Services	Increase course offerings and support other avenues for students to achieve college and career readiness.				
	Problem Statements: Student Academic Achievement 4					
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>14) Identify and implement a consistent method to track student career choices beyond the standard graduation plan.</p>	Instructional Services	Ensure students are meeting college and career readiness goals.				
	Problem Statements: Student Academic Achievement 4					
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>15) Identify funding and SAT/ACT preparation course that can be offered to all students to increase overall academic performance.</p>	Instructional Services	Increase SAT/ACT Scores.				
	Problem Statements: Student Academic Achievement 1					
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>16) Identify needed CTE pathways and course offerings to increase student endorsement, certification, job readiness and college readiness opportunities.</p>	Instructional Services	Increased CTE Pathways.				
	Problem Statements: Student Academic Achievement 4					
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 1: The ACT/SAT participation rate is at 82%, yet only 40.6% of those students scored at or above the college ready level. Root Cause 1: Historically, students were not targeted for SAT/ACT, therefore, programs and processes to increase achievement are not in place.
Problem Statement 4: College, Career and Military Readiness rates are 4% below the state rate. Root Cause 4: Poor tracking of student programs, lack of certification programs offered to non-college seeking students and limited career pathways offered by the district that are approved by the commissioner.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6112 40 001 9 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,000.00
199 11 6112 40 041 9 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199 11 6112 40 102 9 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
199 11 6118 00 699 9 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$12,500.00
199 11 6118 44 999 9 24 0 00	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
199 11 6118 44 999 9 24 0 HI	6118 Extra Duty Stipend - Locally Defined	\$2,500.00
199 11 6119 40 001 9 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$91,354.00
199 11 6119 40 041 9 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$24,613.00
199 11 6119 40 102 9 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,490.00
199 11 6119 40 999 9 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,558.00
199 11 6122 40 001 9 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$1,000.00
199 11 6122 40 041 9 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
199 11 6122 40 101 9 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$1,500.00
199 11 6122 40 102 9 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
199 11 6128 00 699 9 24 0 00	6128 Overtime Pay - Locally Defined	\$3,500.00
199 34 6128 00 699 9 24 0 00	6128 Overtime Pay - Locally Defined	\$2,500.00
199 11 6129 40 001 9 24 0 00	6129 Salaries or Wages for Support Personnel	\$18,765.00
199 11 6129 40 041 9 24 0 00	6129 Salaries or Wages for Support Personnel	\$7,856.00
199 11 6129 40 101 9 24 0 00	6129 Salaries or Wages for Support Personnel	\$18,824.00
199 11 6129 40 102 9 24 0 00	6129 Salaries or Wages for Support Personnel	\$12,715.00
199 11 6129 40 999 9 24 0 00	6129 Salaries or Wages for Support Personnel	\$5,915.00

199 11 6141 44 999 9 24 0 00	6141 Social Security/Medicare	\$29.00
199 11 6142 40 001 8 24 0 00	6141 Social Security/Medicare	\$5,828.00
199 11 6141 44 999 9 24 0 HI	6141 Social Security/Medicare	\$36.00
199 34 6141 00 699 9 24 0 00	6141 Social Security/Medicare	\$36.00
199 11 6141 00 699 9 24 0 00	6141 Social Security/Medicare	\$232.00
199 11 6141 40 001 9 24 0 00	6141 Social Security/Medicare	\$1,390.00
199 11 6141 40 041 9 24 0 00	6141 Social Security/Medicare	\$464.00
199 11 6141 40 101 9 24 0 00	6141 Social Security/Medicare	\$244.00
199 11 6141 40 102 9 24 0 00	6141 Social Security/Medicare	\$890.00
199 11 6141 40 999 9 24 0 00	6141 Social Security/Medicare	\$1,153.00
199 11 6142 40 041 9 24 0 00	6142 Group Health and Life Insurance	\$1,361.00
199 11 6142 40 102 9 24 0 00	6142 Group Health and Life Insurance	\$3,206.00
199 11 6142 40 999 9 24 0 00	6142 Group Health and Life Insurance	\$691.00
199 11 6142 40 001 9 24 0 00	6142 Group Health and Life Insurance	\$4,291.00
199 11 6142 40 101 9 24 0 00	6142 Group Health and Life Insurance	\$1,359.00
199 11 6144 00 699 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,280.00
199 11 6144 40 001 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$6,535.00
199 11 6144 40 041 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,477.00
199 11 6144 40 101 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,515.00
199 11 6144 40 102 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$4,545.00
199 11 6144 40 999 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,420.00
199 11 6144 44 999 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$160.00
199 11 6144 44 999 9 24 0 HI	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$200.00
199 34 6144 00 699 9 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$200.00
199 11 6146 44 999 9 24 0 HI	6146 Teacher Retirement/TRS Care	\$263.00
199 34 6146 00 699 9 24 0 00	6146 Teacher Retirement/TRS Care	\$56.00
199 11 6146 00 699 9 24 0 00	6146 Teacher Retirement/TRS Care	\$1,392.00
199 11 6146 40 001 9 24 0 00	6146 Teacher Retirement/TRS Care	\$2,694.00

199 11 6146 40 041 9 24 0 00	6146 Teacher Retirement/TRS Care	\$837.00
199 11 6146 40 101 9 24 0 00	6146 Teacher Retirement/TRS Care	\$424.00
199 11 6146 40 102 9 24 0 00	6146 Teacher Retirement/TRS Care	\$1,860.00
199 11 6146 40 999 9 24 0 00	6146 Teacher Retirement/TRS Care	\$2,380.00
199 11 6146 44 999 9 24 0 00	6146 Teacher Retirement/TRS Care	\$210.00
6100 Subtotal:		\$386,998.00
6200 Professional and Contracted Services		
199 11 6269 40 999 9 24 0 00	6269 Rentals - Operating Leases	\$1,804.00
199 11 6299 00 001 9 24 0 00	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$11,804.00
6300 Supplies and Services		
199 11 6339 42 999 9 24 0 00	6339 Testing Materials	\$500.00
199 31 6339 42 999 9 24 000	6339 Testing Materials	\$1,200.00
199 11 6399 42 999 9 24 0 00	6399 General Supplies	\$3,600.00
199 11 6399 44 001 9 24 0 00	6399 General Supplies	\$500.00
199 11 6399 42 999 9 24 0 0E	6399 General Supplies	\$250.00
199 11 6399 00 001 9 24 0 00	6399 General Supplies	\$3,000.00
199 11 6399 00 041 9 24 0 00	6399 General Supplies	\$4,000.00
199 11 6399 00 101 9 24 0 00	6399 General Supplies	\$3,500.00
199 11 6399 00 102 9 24 0 00	6399 General Supplies	\$4,500.00
199 11 6399 00 999 9 24 0 00	6399 General Supplies	\$500.00
199 11 6399 41 999 9 24 0 00	6399 General Supplies	\$500.00
6300 Subtotal:		\$22,050.00
6400 Other Operating Costs		
199 11 6411 00 001 9 24 0 00	6411 Employee Travel	\$250.00

199 11 6411 00 041 9 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 41 999 9 24 0 00	6411 Employee Travel	\$250.00
199 11 6411 42 999 9 24 0 00	6411 Employee Travel	\$1,300.00
199 11 6411 44 999 9 24 0 HI	6411 Employee Travel	\$1,000.00
199 11 6499 41 999 9 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
199 11 6499 00 999 9 24 0 00	6499 Miscellaneous Operating Costs	\$150.00
199 11 6499 42 999 9 24 0 00	6499 Miscellaneous Operating Costs	\$300.00
6400 Subtotal:		\$3,650.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anissa Ebert	Behavior Aide	K-12 Behavior	1.0
Canna Scheib	Dyslexia Therapist	K-12 Dyslexia	1.0
Tracey Guetzke	Behavior Specialist	K-12 Behavior	1.0

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bernie Martinez	Teacher	Read 180/System 44	1.0
Courtney Marlar	Teacher	RtI Reading and Math	1.0

District Improvement & Planning Committee

Committee Role	Name	Position
Non-classroom Professional	Betsy Flood	Instructional Technologist/CTE Coordinator
Administrator	Lacey Gosch	Chief Instructional Officer
District-level Professional	Becky Newton	Director of Special Education
Classroom Teacher	Michelle Hansen	Teacher
Parent	Tandi Hepp	Parent
Parent	Holly Hagan	Parent
Business Representative	Danny Avalos	Business Representative
Classroom Teacher	Jeff Schwerdtfeger	Teacher
Classroom Teacher	Mollie Ryan	Teacher
Classroom Teacher	Kelly Cisneros	Teacher

District Planning Team

Committee Role	Name	Position
Administrator	Lacey Gosch	Chief Instructional Officer
Non-classroom Professional	Betsy Flood	Instructional Technologist/CTE Coordinator
District-level Professional	Becky Newton	Director of Special Education
Classroom Teacher	Kelly Cisneros	Teacher
Classroom Teacher	Angie Morales	Teacher
Classroom Teacher	Kristi Monkerud	Teacher
Classroom Teacher	Tammy Frederick	Teacher
Classroom Teacher	Sara Elley	Teacher
Classroom Teacher	Jeff Schwerdtfeger	Teacher
Non-classroom Professional	Crystal Just	Instructional Technologist
Non-classroom Professional	Leticia Miller	ESL Teacher/Specialist
Classroom Teacher	Anna Phillips	Teacher
Classroom Teacher	Jennifer Benner	Teacher
Classroom Teacher	Michelle Hansen	Teacher
Classroom Teacher	Kathy Seals	Teacher
Classroom Teacher	Bret Breitenkamp	Teacher
Non-classroom Professional	Julie Farris	GT Specialist/Teacher