

**Navarro Independent School District**  
**Navarro High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**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 learning 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:

1. Each campus earns a Domain I (performance of all student groups) grade of “A”
2. Each campus improves Domain III performance by one letter grade
3. The 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 and campuses, as well as demographic groups.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Along with our population in general, our special education population continues to grow. While we have introduced changes to the structure of our program, the student population will require added attention from all general and special education staff. Independent work is becoming difficult in some situations with segments of this population. We have seen improvement in our economically disadvantaged group even with a slow growth in that population. While our white group has shrunk percentage wise in recent years, we have seen lower than expected performance in this population.

# Student Academic Achievement

## Student Academic Achievement Summary

Navarro High School met standard according to the 2018 State Accountability Ratings. As a whole, the campus received a letter grade of B for the overall student achievement, school progress and closing the gaps. The B rating indicates that Navarro HS is serving many students well, encouraging high academic achievement and appropriate academic growth for students. This is considered to be Recognized Performance for the campus. The overall campus performance rating is derived from three domain components. Student Achievement, School Progress and Closing the Gaps. Navarro HS also received a 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 changes over time and how that growth compares to other schools. The Closing the Gaps domain provides a description of how well different populations of students on a campus 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 Approaching Grade level include students who achieved 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.

NOTE that State percentages we have shared are for districts as there are no State numbers for campuses. The campus numbers could be different for high school campuses across the state.

| Masters Grade level |       | Meets Grade level |       | Approaches Grade level |       |
|---------------------|-------|-------------------|-------|------------------------|-------|
| NHS                 | State | NHS               | State | NHS                    | State |

|                |     |     |     |     |     |     |
|----------------|-----|-----|-----|-----|-----|-----|
| All Tests      | 20% | 22% | 61% | 48% | 86% | 77% |
| Reading/ ELA   | 10% | 19% | 57% | 46% | 81% | 74% |
| Math           | 18% | 24% | 55% | 50% | 89% | 81% |
| Science        | 27% | 23% | 63% | 51% | 85% | 80% |
| Social Studies | 39% | 31% | 75% | 53% | 95% | 78% |

In addition to the student achievement on EOC performance, the student achievement rating also includes College Career and Military Readiness and the overall Graduation Rate for the campus. Based on our annual graduates the campus received an overall component score of 82% for readiness with 50% of our graduates meeting the criteria for CCMR. Overall Navarro HS is performing below the state for CCMR with the state raw score at 54%.

|   | College, Career and Military Readiness |                        |
|---|--|------------------------|
|   | NHS Performance Rate                   | State Performance Rate |
| Overall Readiness Rate  | 50%                                    | 54%                    |
| Credit on AP Exam   | 11.7%                                  | N/A                    |
| Scored at or above College Reading On SAT, ACT or TSI                     | 40.6%                                  | N/A                    |
| Completed Dual Credit Course  | 19.5%                                  | N/A                    |
| Earned Associates Degree  | 0%                                     | N/A                    |
| Earned Industry Certification   | 0%                                     | N/A                    |
| Graduated with completed IEP and Workforce Readiness                      | 1.6%                                   | N/A                    |
| Enlisted in Armed Forces  | 4.7%                                   | N/A                    |
| Completed Coherent Sequence of CTE work aligned to Industry certification | 0%                                     | N/A                    |

For graduation rate Navarro HS has a very high graduation rate with 98.4% of our students graduating within four years and low dropout rate of only 0.3%.

|                           |       |
|---------------------------|-------|
| 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

This domain looks at how much better students have performed on the EOC testing this year compared to last year and how we compare to other campuses like us. Academic Growth was used to measure for student achievement.

|   | NHS Growth | State Growth |
|---|------------|--------------|
| Overall Students who grew a year academically | 72%        | 69%          |
| Reading STAAR                                 | 72%        | 69%          |
| Mathematics STAAR                             | 72%        | 70%          |

### Closing the Gaps Analysis

This domain measures the percentage of different student groups that perform above state goals. NHS met 10 of 13 target areas for Academic Achievement Status and 9 of 12 for Growth Status.

| Student Groups             | Academic Achievement Status |             | Growth Status |             |
|----------------------------|-----------------------------|-------------|---------------|-------------|
|                            | Reading                     | Mathematics | Reading       | Mathematics |
| All Students               | Met                         | Met         | Met           | Met         |
| Hispanic                   | Met                         | Met         | Met           | Met         |
| White                      | Not Met                     | Not Met     | Met           | Not Met     |
| Economically Disadvantaged | Met                         | Met         | Met           | Not Met     |
| Receiving SPED Services    | Not Met                     | N/A         | N/A           | N/A         |



|                           |     |     |     |         |
|---------------------------|-----|-----|-----|---------|
| Continually Enrolled      | Met | Met | Met | Not Met |
| Non-Continuously Enrolled | Met | Met | Met | Met     |

For Graduation Rate the campus met 4 of 4 areas.

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

For Student Success Status the campus met 7 of 8 areas.

| Student Group              | Student Success Status |
|----------------------------|------------------------|
| All Students               | Met                    |
| Hispanic                   | Met                    |
| White                      | Met                    |
| Economically Disadvantaged | Met                    |
| English Learner            | Met                    |
| Receiving SPED Services    | Not Met                |
| Continuously Enrolled      | Met                    |
| Non-Continuously Enrolled  | Met                    |

For School Quality Status the campus met 4 of 6 areas.

| Student Group              | CCMR Target |
|----------------------------|-------------|
| All Students               | Met         |
| Hispanic                   | Not Met     |
| White                      | Met         |
| Economically Disadvantaged | Not Met     |
| Continuously Enrolled      | Met         |
| Non-Continuously Enrolled  | Met         |

### Student Academic Achievement Strengths

In both Biology and Algebra I, increases have been made in the masters level performance for students.

Although there were slight decreases in the masters level performance on the US History EOC, the overall numbers in this category were very high.

The overall percentages for students passing(approaching or meeting grade level are very close between white and Hispanic populations in all tested areas. The gap has decreased.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** There is a need for increased participation in an SAT preparatory program to meet College Readiness status for students. **Root Cause:** Tutorial time is not being used for targeted areas of improvement like a college readiness program.

**Problem Statement 2:** For the white population, only 59% of students met the 60% target for ELA. **Root Cause:** The focus needs to change from targeting just the "approaching standard to meeting standard."

**Problem Statement 3:** For the white population, 57% of students have met the 59% passing standard in mathematics. **Root Cause:** Teachers need to be more aware of the individual data in the "approaches to meets grade level category for students to make an improvement in this area.

**Problem Statement 4:** For the special education population, the Student Success status is below the targeted score of 23. **Root Cause:** Special education students do not have adequate individualized help and support.

**Problem Statement 5:** Students are not graduating with CCMR readiness standards. **Root Cause:** Inadequate tracking process starting early enough to meet standards.

**Problem Statement 6:** Student performance has been strong at approaches, but it is weaker at meets and masters. **Root Cause:** Tutorial RTI has been

focused on getting students to passing the EOC, but less attention has been paid to bubble students at the other levels.

# School Processes & Programs

## School Processes & Programs Summary

### Instructional and Curricular Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC) and uses the TEKS Resource System provided by TCMPC as the foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. TEKS Resource System provides a Scope and Sequence and Instructional Focus Documents for each grade level and content area to help frame the lesson and ensure that TEKS are covered in the classroom according to the depth and intensity designed by the State of Texas. In addition to the TEKS Resource System, Navarro ISD uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting features of Aware allow teachers to review in-district assessment performance along side State Assessment performance. The staff also uses resources provided by Lead4Ward to help review and analyze data for instructional planning. The combination of the three curriculum resources provides teachers with the data tools necessary to design engaging lessons targeted at the highest needs.

Navarro ISD has invested in Measures or Academic Progress (MAP) assessments. The assessments are universal screeners that in a short time frame identify what students are ready to learn at the beginning, middle and end of the School Year. This diagnostic tools provides instructional goals by students and helps to identify instructional gaps among students, classes and content areas. The assessments are used in combination with STAAR, Classroom assessment data and Professional Learning Community teams to help make sound instructional decisions focused on student needs.

The district utilizes a Response to Intervention (RtI) diamond shaped model to better represent our student population. This diamond shape/bell curve allows not only the students who need remediation to support learning needs, but also it targets advanced students to receive accelerated or advanced supplemental instruction to meet their needs. Although RtI has historically been focused on meeting the needs of the struggling students, it failed to identify unique learning needs of students that had the potential to progress. Through the use of MAP, STAAR and Instructional Assessments, teachers are able to identify student placement within the diamond structure to ensure that all students are provided with a unique learning experience in the classroom.

### Personnel

With significant turnover each of the last two years the campus has approximately 50% of the teaching staff with one year or less on the campus. These teachers need to be retained and grown with the district.

### Organizational and Administrative

Administrative schedules are being restructured to allow for a significant increase in administrative classroom presence. All administrators will have established office hours in an attempt to free their time to be in classrooms during the school day. The presence is necessary to support student and teacher needs, as well as, to help establish consistency in numerous campus activities.

### **School Processes & Programs Strengths**

- Process and program strengths include:
  - Professional Learning Communities
  - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
  - Support specialists for Dyslexia, Title I Math, Title I Reading, Gifted and Talented, Instructional Technology, English and a Second Language and Behavior.
  - Highly qualified staff at all campuses
  - Academic Planning Team
  - TEKS Resource System - Alignment of TEKS to curriculum
  - 1:1 integrated curriculum with iPads/ Chromebooks at the Junior High School
  - 1:1 integrated curriculum with Chromebooks at the High School - year 1 of multi-year phase in.
  - MAP Assessment data for Grades K-3, 8 and 9th Grade in ELA, Math and Science
  - RtI process that addresses critical student learning needs across all population and learning groups

# Perceptions

## Perceptions Summary

We perceive the projected population growth for our school as a possible negative influence. We must find and promote positive aspects of the projected growth in order to enter this stage in a healthy way that results in success for our campus and district. As a campus we are concerned with the tax burden of our families and how we market our needs within our tax structure to the families we serve. We do recognize that we are still low compared to San Antonio in real dollars. We have "good students." We have supportive administration, School Board and community. We must maintain, encourage and promote the methods we have now to ensure that discipline and order continue to be high priorities in our school.

We like our culture at Navarro. We have a small school culture, wherein each student is safe as an individual as a result of our promoting and expecting the highest character from all students. We perceive that we have good parent participation in spite of a large deficits in the use of digital communication by our campus. Communication improvement will be necessary to meet the challenges of a growing population, as well as correcting a decline in some areas of parental support and event participation.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

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

**Problem Statement 2:** Inadequate staff to parent communication about school events, as well as parent to parent communication within school organizations. **Root Cause:** We dropped paper communication, and current web communication is not updated regularly.

**Problem Statement 3:** Digital information avenues are not updated in a timely fashion. **Root Cause:** There is not a clear plan for implementation and use of some digital pathways for communication to include adequate plans for parents to participate in the communication.

# 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
- Accountability Distinction Designations
- PBMAS 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT 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
- Economically Disadvantaged / Non-economically disadvantaged 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
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

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



# Goals

Revised/Approved: November 15, 2018

## Goal 1: NHS will meet standard for 2019 Accountability and Increase Distinction Designations.





**Performance Objective 1:** By the end of 2019, NHS will improve performance rates in all sub-population groups in all academic areas by 5% in the Meets Grade Level and Masters Grade Level performance categories.

**Evaluation Data Source(s) 1:** TAPR

### Summative Evaluation 1:

| Strategy Description  | Monitor                            | Strategy's Expected Result/Impact                              | Reviews   |      |      |           |
|---|------------------------------------|--|-----------|------|------|-----------|
|   |                                    |  | Formative |      |      | Summative |
|   |                                    |  | Mar       | June | Sept | Nov       |
| <p><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>1) Utilize RTI process to identify needs for individual students and focus intervention efforts.</p>   | Academic Dean,<br>Counselor        | EOC scores; retention rate; failure rate                       |           |      |      |           |
| <p><b>Problem Statements:</b> Student Academic Achievement 1, 3, 4<br/><b>Funding Sources:</b> Local Funds - 0.00</p>   |                                    |  |           |      |      |           |
| <p><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>2) Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students, as well as students working to meet grade level standards on EOC.</p> | Academic Dean,<br>Principal, Staff | EOC scores; retention rate; failure rate                       |           |      |      |           |
| <p><b>Problem Statements:</b> Student Academic Achievement 4<br/><b>Funding Sources:</b> Local Funds - 0.00</p>   |                                    |  |           |      |      |           |
| <p>3) Provide PLATO alternative learning system to increase student opportunities for credit recovery.</p>  | Principal                          | Failure rate; drop-out rate; course completion rate            |           |      |      |           |
| <p><b>Funding Sources:</b> SCE Funds - 0.00</p>   |                                    |  |           |      |      |           |
| <p>4) Continue the expanded use of the PLATO System to allow for greater elective opportunities for students.</p>   | Academic Dean, Plato<br>teacher    | Number of credits received by CBI (computer based instruction) |           |      |      |           |
| <p><b>Funding Sources:</b> Local Funds - 0.00</p>   |                                    |  |           |      |      |           |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4</p> <p>5) Provide remedial summer instruction for any student who has not passed EOC exams.</p>   | Principal  | Summer EOC passing rates  |  |  |  |  |
|   | <b>Funding Sources:</b> SCE Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) Ensure that eligible students receive dyslexia, ESL, GT, 504, and Special Education services and/or accommodations and/or modifications.</p> | Academic Dean, Counselor; Dyslexia and GT coordinators; SpEd Director  | Retention rate; failure rate; AP test pass rate; number of students testing; EOC scores |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p>7) Provide STAAR and coursework remediation for at risk students in all core areas.</p>  | Core teachers; Academic Dean   | EOC scores after school intervention; school day tutorials                              |  |  |  |  |
|   | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4<br><b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00 |   |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>8) Provide additional assistance for inclusion students.</p>  | Special Education Teacher  | PEIMS data; STAAR scores; grade; attendance   |  |  |  |  |
|   | <b>Problem Statements:</b> Student Academic Achievement 2<br><b>Funding Sources:</b> SPED Funds - 0.00                             |   |  |  |  |  |
| <p>9) Coordinate with Region XIII to provide staff development in the areas of state and federal compliance, ESL, migrant, homeless, CTE, and Special Education.</p>  | Chief Instructional Officer, Principal, SPED Director  | EOC scores; attendance rate   |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p>10) Support provided for curriculum development and alignment.</p>   | Principal, Chief Instructional Officer   | Curriculum implementation   |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2</p> <p>11) Support for disaggregating of data will be provided.</p>   | Principal, Chief Instructional Officer   | Teacher surveys and Eduphoria   |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p>12) Provide PSAT, ASVAB</p>  | Counselors   | Increase SAT/ACT scores; college and career readiness                                   |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 2</p> <p>13) Use the Eduphoria program to target interventions for students failing EOC and local assessment.</p>   | Principal, Academic Dean   | Increase all EOC scores   |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p>14) Increase participation in Dual Credit courses through regular opportunities for qualifying testing on TSI. We will continue testing all junior level students. We are now a TSI testing center and do all of our own TSI testing.</p>            | Academic Dean, Counselor   | Check dual credit enrollment by semester  |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00, CTE Funds - 0.00   |   |  |  |  |  |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>15) A vertically aligned, rigorous curriculum will be implemented in all core subjects.</p>   | <p>Chief Instructional Officer, Principal</p>                 | <p>EOC scores; T-TESS</p>  |  |  |  |  |
|  |   | <p><b>Funding Sources:</b> Local Funds - 0.00</p>                            |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>16) We have added Science and Social Studies to our team teaching environment with composite science and social studies certified teachers working with special education students to meet the needs of students struggling in these two areas.</p>  | <p>Principal, Special Education Director, Teachers</p>        | <p>Course completion rates; T-TESS</p>                                       |  |  |  |  |
|  |   | <p><b>Funding Sources:</b> Local Funds - 0.00</p>                            |  |  |  |  |
| <p>17) A full-time ESL teacher to teacher three periods daily at the secondary level. This teacher will service all ELL students, as well as, seeing beginning and intermediate language learners every day for multiple periods. This teacher will have a full language immersion classroom.</p>  | <p>Principal, Chief Instructional Officer</p>                 | <p>TELPAS results</p>  |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>18) Increase special education professional staff assistance in inclusion classrooms.</p>  | <p>Principal, Special Education Director.</p>                 | <p>Improved EOC results among special education subgroup.</p>                |  |  |  |  |
|  |   | <p><b>Problem Statements:</b> Student Academic Achievement 2</p>             |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>19) Provide targeted professional development for differentiation to meet the needs of special education students through training to include "Explicit Instruction".</p>  | <p>Principal, Special Education Director.</p>                 | <p>Improved academic and EOC results among special education subgroup.</p>   |  |  |  |  |
|  |   | <p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4</p>    |  |  |  |  |
| <p>20) Involve the District GT Coordinator in college and career counseling for GT students.</p>   | <p>Principal, Academic Dean, Chief Instructional Officer</p>  | <p>Student contact logs.</p>   |  |  |  |  |
| <p align="center"><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>21) Provide Reading courses for students reading below grade level with small group environment and two teaching professionals to implement individualized reading intervention.</p>   | <p>Chief Instructional Officer, Principal, Academic Dean,</p> | <p>Improved functional reading levels<br/>STAAR results within subgroups</p> |  |  |  |  |
|  |   | <p><b>Funding Sources:</b> Local Funds - 0.00</p>                            |  |  |  |  |
| <p align="center">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p> |   |  |  |  |  |  |

**Performance Objective 1 Problem Statements:**

| <b>Student Academic Achievement</b>   |
|---|
| <b>Problem Statement 1:</b> There is a need for increased participation in an SAT preparatory program to meet College Readiness status for students. <b>Root Cause 1:</b> Tutorial time is not being used for targeted areas of improvement like a college readiness program.                         |
| <b>Problem Statement 2:</b> For the white population, only 59% of students met the 60% target for ELA. <b>Root Cause 2:</b> The focus needs to change from targeting just the "approaching standard to meeting standard."   |
| <b>Problem Statement 3:</b> For the white population, 57% of students have met the 59% passing standard in mathematics. <b>Root Cause 3:</b> Teachers need to be more aware of the individual data in the "approaches to meets grade level category for students to make an improvement in this area. |
| <b>Problem Statement 4:</b> For the special education population, the Student Success status is below the targeted score of 23. <b>Root Cause 4:</b> Special education students do not have adequate individualized help and support.   |

**Goal 1:** NHS will meet standard for 2019 Accountability and Increase Distinction Designations.

**Performance Objective 2:** By the end of 2019 Navarro High School will write a plan to expand the reading program beyond the current implementation in two sections of reading.

**Evaluation Data Source(s) 2:** TAPR, individual student reading assessment improvement

**Summative Evaluation 2:**

| Strategy Description  | Monitor   | Strategy's Expected Result/Impact                                     | Reviews   |      |      |           |
|---|---|---|-----------|------|------|-----------|
|   |   |   | Formative |      |      | Summative |
|   |   |   | Mar       | June | Sept | Nov       |
| <p><b>Targeted Support Strategy</b><br/><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Through the identification of students currently reading multiple levels below grade, we will expand the numbers of students being instructed with the Reading Plus curriculum.</p> | Principal, Academic Dean  | EOC scores, course completions  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |   |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Develop a plan to coordinate the work of ELA instructors with the reading teacher to enhance to use of the Reading Plus curriculum for the students involved with the classes.</p>                                       | Principal, Academic Dean, Chief Instructional Officer, teachers | Collaboration between ELA and Reading teacher, EOC scores, ELA scores |           |      |      |           |
| <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4  |   |   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |   |           |      |      |           |
|   |   |   |           |      |      |           |

**Performance Objective 2 Problem Statements:**

| Student Academic Achievement  |
|---|
| <b>Problem Statement 1:</b> There is a need for increased participation in an SAT preparatory program to meet College Readiness status for students. <b>Root Cause 1:</b> Tutorial time is not being used for targeted areas of improvement like a college readiness program.                         |
| <b>Problem Statement 2:</b> For the white population, only 59% of students met the 60% target for ELA. <b>Root Cause 2:</b> The focus needs to change from targeting just the "approaching standard to meeting standard."   |
| <b>Problem Statement 3:</b> For the white population, 57% of students have met the 59% passing standard in mathematics. <b>Root Cause 3:</b> Teachers need to be more aware of the individual data in the "approaches to meets grade level category for students to make an improvement in this area. |
| <b>Problem Statement 4:</b> For the special education population, the Student Success status is below the targeted score of 23. <b>Root Cause 4:</b> Special education students do not have adequate individualized help and support.   |

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

**Performance Objective 1:** Parents and Teachers will be full partners and will communicate throughout the year, as evidenced by parent and teacher surveys.

**Evaluation Data Source(s) 1:** Parent and Teacher Surveys

**Summative Evaluation 1:**

| Strategy Description   | Monitor                                | Strategy's Expected Result/Impact                               | Reviews   |      |      |           |
|--|--|---|-----------|------|------|-----------|
|  |  |   | Formative |      |      | Summative |
|  |  |   | Mar       | June | Sept | Nov       |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Parents and community members will be included in campus improvement/planning committees. Current members will strive to recruit parent and community representatives.</p>    | CIP committee                          | Meeting sign-in sheets  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |  |   |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Parents and community members will be informed of school activities and performance on district website, marquee, email directories and K12 alert.</p>                        | Principal, Web Master                  | Website tracking; current input on web; marquee; K12 alert      |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |  |   |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) Host parent meetings at times that meet the needs of the community to explain college and FAFSA. Invite parents to career day. Provide community library in the evenings.</p> | Counselor, Librarian, Staff            | Percentage of students seeking college admission; parent survey |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |  |   |           |      |      |           |
| <p>4) Educate parents on career and college readiness standards through career day, college planning sessions, open house and posted articles.</p>   | Principal, Counselor, Librarian, Staff | Percentage of students seeking college admission; parent survey |           |      |      |           |
| <b>Problem Statements:</b> Student Academic Achievement 5  |  |   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |  |   |           |      |      |           |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 5</p> <p>5) Campus administration will communicate with parents and students through daily announcements that will be posted on the website, marquee or K-12 alert system and central posting area on campus. Parents can also sign up for a list serve to receive daily announcements.</p> | Principal  | Teacher surveys; publication proof  |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3</p> <p>6) Campus administration will communicate with teachers through email . Hold faculty meetings once per month with agendas in Google. Regularly scheduled PLC time in weekly schedule. Leadership team will meet as necessary.</p>  | Principal; leadership team; core content leaders                                       | Teacher surveys; meeting sign-in sheets and agendas                                 |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>7) Provide parents with online access to student grades. Increase participation through Academic Open House (scheduled to meet community needs).</p>   | Principal; Teachers; Academic Dean   | Parent surveys; orientation sign-in sheets  |  |  |  |  |
|   | <b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> Local Funds - 0.00 |   |  |  |  |  |
| 8) Parents will be notified of student discipline referrals.  | Assistant Principal  | Parent surveys; administrative discipline log                                       |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>9) Introduce parents to booster club opportunities at evening events.</p>  | Principal, Staff, Organization Sponsors  | Parent surveys; sign-in sheets  |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| 10) Campus successes will be communicated in the local media.   | Activity Sponsors  | Parent surveys; publications  |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
| <p>11) Orientation for 8th graders and parents making a transition to high school to include more teacher/program representation.</p>   | Principal/ Academic Dean   | Parent surveys; event occurrence  |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>12) Parent Night in conjunction with the first six weeks report card communicated through multiple forms of media.</p>   | Academic Dean  | Parent sign-in; parent surveys  |  |  |  |  |
|   | <b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> Local Funds - 0.00 |   |  |  |  |  |
| <p>13) Coordinate communication between the Academic Dean and classroom teachers regarding at risk student progress.</p>  | Principal, Academic Dean   | At- risk logs; teachers provided with at-risk student list; email logs with teacher |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |
| <p>14) Personal invitations to parents of at-risk students for school events.</p>   | Academic Dean  | Sign-in sheets at events  |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00   |   |  |  |  |  |

|   |  |                       |  |  |  |  |
|---|--|-----------------------|--|--|--|--|
| 15) Communicate through technology and social networks to connect with graduates and evaluate their success.                                    | Tech. Coordinator  | Feedback on website   |  |  |  |  |
|   | <b>Funding Sources:</b> Instructional Materials Allotment - 0.00 |                       |  |  |  |  |
| 16) Through posting lesson plans on the teacher website and grades on the parent portal, teachers and parents will have constant communication. | Principal, All Teachers  | T-TESS; parent survey |  |  |  |  |
|   | <b>Funding Sources:</b> Local Funds - 0.00                       |                       |  |  |  |  |
|   |  |                       |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Student Academic Achievement</b>   |
| <b>Problem Statement 5:</b> Students are not graduating with CCMR readiness standards. <b>Root Cause 5:</b> Inadequate tracking process starting early enough to meet standards.  |
| <b>Perceptions</b>  |
| <b>Problem Statement 2:</b> Inadequate staff to parent communication about school events, as well as parent to parent communication within school organizations. <b>Root Cause 2:</b> We dropped paper communication, and current web communication is not updated regularly. |




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

**Performance Objective 1:** The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 96.5%, and increase the high school completion rate to 95% for all students. We expect 90+% of our graduates to be on the recommended or distinguished plans.

**Evaluation Data Source(s) 1:** Student Graduation Plans.

**Summative Evaluation 1:**

| Strategy Description  | Monitor   | Strategy's Expected Result/Impact  | Reviews   |      |      |           |
|---|---|--|-----------|------|------|-----------|
|   |   |  | Formative |      |      | Summative |
|   |   |  | Mar       | June | Sept | Nov       |
| 1) Support programs (i.e. Special Education, ESL, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students.   | Counselor, SpEd, Nurse  | STAAR scores; failure/retention rate; attendance rate; dropout rate                      |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00   |   |  |           |      |      |           |
| 2) Provide Alternative curricula/avenues to meet individual needs (i.e. PLATO, Distance Learning, AP courses, dual credit courses, CTE courses, Manufacturing Academy, Information Technology Academy, CTTC courses). | Academic Dean   | Student surveys; graduation rates; PEIMS data  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00, CTE Funds - 0.00   |   |  |           |      |      |           |
| 3) Alternative classroom to provide accelerated online opportunities for students at-risk for graduation with their cohort. Classroom has been moved into a new separate facility.                                    | Principal, Academic Dean, Teacher                                     | Enrollment; attendance; graduation records   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |           |      |      |           |
| <b>Critical Success Factors</b><br>CSF 6  | Principal/Assistant Principal   | Reductions in credit loss to attendance<br>Increased attendance across all campus groups |           |      |      |           |
| 4) Attendance incentive for all students with one excused absence or less each six weeks.   |   |  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |           |      |      |           |
| 5) Provide exam exemptions for seniors based on grades and attendance rate.   | Principal   | Increased attendance rate  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |           |      |      |           |
| 6) Attendance letters will be mailed on a regular basis.  | Assistant Principal; PEIMS clerk                                      | Attendance rates   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00  |   |  |           |      |      |           |
| 7) Parents will be called for every student absence and informed of trending absences.  | Assistant Principal, Attendance Committee, campus secretary and nurse | Attendance rates; truancy filings  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00  |   |  |           |      |      |           |

|   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| 8) Conduct Attendance Committee meetings to review each instance of a student having 10 or more absences.   | Assistant Principal,<br>Attendance Committee                 | Attendance rates; credit recovery placements          |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
| 9) Utilize civil court system to enforce compulsory school attendance laws, and develop a plan.   | Assistant Principal  | Improved attendance for students with chronic truancy |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
| 10) Systematic tracking of all campus "leavers".  | Attendance Clerk;<br>Academic Dean;<br>Assistant Principal   | Increased completion rate; PEIMS data                 |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 1  | Academic Dean,<br>Assistant Principal, 9th<br>grade teachers | At-risk student list                                  |  |  |  |  |
| 11) Identify and monitor potential at-risk 9th graders based on attendance.   | <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00 |   |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 7  | Principal  | Staff attendance records and rewards                  |  |  |  |  |
| 12) Modeling attendance behaviors through improved staff attendance.  | <b>Funding Sources:</b> Local Funds - 0.00                   |   |  |  |  |  |
| 13) Weekly reports of absences to be reviewed for truancy and credit purposes. They will be used for tracking absences before a problem arises.   | Assistant Principal,<br>Registrar                            | Weekly attendance reports with student absence counts |  |  |  |  |
| 14) Systematic tracking of students achieving credit for CCMR accountability points beginning with all junior students taking the TSI test and placing them appropriately based on testing to ensure readiness on this measure. | Academic Dean,<br>Counselor                                  | Seniors will graduate meeting CCMR standards          |  |  |  |  |
| <b>Problem Statements:</b> Student Academic Achievement 5   |  |   |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |   |  |  |  |  |
|    |  |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|  |
|--|
| <b>Student Academic Achievement</b>  |
| <b>Problem Statement 5:</b> Students are not graduating with CCMR readiness standards. <b>Root Cause 5:</b> Inadequate tracking process starting early enough to meet standards. |

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

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

## Evaluation Data Source(s) 1:

### Summative Evaluation 1:

| Strategy Description   | Monitor   | Strategy's Expected Result/Impact   | Reviews   |      |      |           |
|--|---|---|-----------|------|------|-----------|
|  |   |   | Formative |      |      | Summative |
|  |   |   | Mar       | June | Sept | Nov       |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) All teachers and paraprofessionals will meet state and federal guidelines for certification.</p>  | Principal   | Certificates on file in central office  |           |      |      |           |
| <b>Funding Sources:</b> Title II Funds - 0.00, Local Funds - 0.00  |   |   |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>2) New teachers will receive orientation training.</p>   | Chief Instructional Officer                                 | Teacher retention rate  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |   |   |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>3) Teachers will receive professional development based on identified needs. Professional development activities will include: AP Institutes; subject area/grade level training; meeting the needs of diverse groups; behavior management; technology/technology integration; disaggregating of test scores; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; support for certification; CTE; ESL instruction, District data.</p> | Principal; Technology Director; Chief Instructional Officer | Teacher surveys; T-TESS; EOC scores; discipline records; AP scores; six weeks tests |           |      |      |           |
| <b>Funding Sources:</b> Title II Funds - 0.00, SCE Funds - 0.00, SPED Funds - 0.00, Local Funds - 0.00   |   |   |           |      |      |           |
| <p>4) Administrators will meet with departments and campus committees on a regular basis through the establishment of the leadership team.</p>   | High School Admin.  | Teacher surveys   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |   |   |           |      |      |           |
| <p>5) Continue partnership program with TSU and TLU participating in student teaching programs.</p>  | Principal and University Supervisors                        | Produce highly qualified candidates   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |   |   |           |      |      |           |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| <b>Critical Success Factors</b><br>CSF 7<br>6) Mentoring program to assist new teachers to campus.  | Principal, Teacher Leader for Program                 | Summative conference results with new teachers, staff surveys         |  |  |  |  |
| <b>Targeted Support Strategy</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 7<br>7) New teaching staff will be trained in "Explicit Instruction" prior to beginning the school year. | Principal, Academic Dean, Chief Instructional Officer | Summative conference results with new teachers, staff surveys, T-TESS |  |  |  |  |
| <b>Problem Statements:</b> Student Academic Achievement 4<br><b>Funding Sources:</b> Local Funds - 0.00   |   |   |  |  |  |  |
| <b>Targeted Support Strategy</b><br><b>Critical Success Factors</b><br>CSF 1<br>8) Additional teachers will be added in special education, band and two core areas.                       | Principal   | Improved student-teacher ratio in these areas<br>master schedule      |  |  |  |  |
| <b>Problem Statements:</b> Student Academic Achievement 4<br><b>Funding Sources:</b> Local Funds - 0.00   |   |   |  |  |  |  |
|   |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|   |
|---|
| <b>Student Academic Achievement</b>   |
| <b>Problem Statement 4:</b> For the special education population, the Student Success status is below the targeted score of 23. <b>Root Cause 4:</b> Special education students do not have adequate individualized help and support. |

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

**Performance Objective 2:** NHS will evaluate needs for staffing within the special education department to assure sufficient and appropriate staffing for all special education classes.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description   | Monitor  | Strategy's Expected Result/Impact | Reviews   |      |      |           |
|--|--|-----------------------------------|-----------|------|------|-----------|
|  |  |                                   | Formative |      |      | Summative |
|  |  |                                   | Mar       | June | Sept | Nov       |
| <b>Targeted Support Strategy</b><br>1) Increase staffing for professional by adding essential academics teacher. | Principal, Special Education Director, Chief Instructional Officer |                                   |           |      |      |           |
| <b>Problem Statements:</b> Student Academic Achievement 4<br><b>Funding Sources:</b> Local Funds - 0.00          |  |                                   |           |      |      |           |
|  |  |                                   |           |      |      |           |

**Performance Objective 2 Problem Statements:**

| Student Academic Achievement  |
|---|
| <b>Problem Statement 4:</b> For the special education population, the Student Success status is below the targeted score of 23. <b>Root Cause 4:</b> Special education students do not have adequate individualized help and support. |

# Goal 5: NHS will implement programs, processes and procedures to support the social, emotional, health and safety needs of the student body.





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

**Evaluation Data Source(s) 1:** Parent and Teacher Surveys

## Summative Evaluation 1:

| Strategy Description   | Monitor                         | Strategy's Expected Result/Impact                  | Reviews   |      |      |           |
|--|---------------------------------|--|-----------|------|------|-----------|
|  |                                 |  | Formative |      |      | Summative |
|  |                                 |  | Mar       | June | Sept | Nov       |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>1) Participate in Red Ribbon Week activities</p>   | Counselors; Nurse               | Student involvement; social climate; participation |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |                                 |  |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>2) Provide programs to support the message of safe and drug free schools and life choices.</p> | Counselors; Nurse               | Student involvement; social climate; participation |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |                                 |  |           |      |      |           |
| <p>3) Provide individual counseling and conflict resolution for at risk students.</p>  | Counselors; Academic Dean; A.P. | PEIMS 425  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |                                 |  |           |      |      |           |
| <p><b>Critical Success Factors</b><br/>CSF 6</p> <p>4) Provide canine drug detection.</p>  | Administration, Private Company | PEIMS 425 report                                   |           |      |      |           |
| <b>Funding Sources:</b> SCE Funds - 0.00   |                                 |  |           |      |      |           |
| <p>5) Update Crisis Prevention Institute training for core team members (CPI).</p>   | Core Team                       | Effective handling of crisis situations            |           |      |      |           |
| <b>Funding Sources:</b> IDEA-B Funds - 0.00  |                                 |  |           |      |      |           |
| <p>6) Counselor will collaborate with outside agencies and refer students and their families when appropriate.</p>                                 | Counselor                       | Student/teacher surveys                            |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |                                 |  |           |      |      |           |
| <p>7) A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion.</p>   | Administration                  | Student achievement; 425 report; daily climate     |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00   |                                 |  |           |      |      |           |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 8) ISS/AEP with a single teaching professional managing work and scheduling for all students.   | Restructured ISS/AEP with a single teaching professional managing work and scheduling for all students. | Contact and assignment logs in classroom   |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |  |  |  |  |
| 9) A character education program will be included into the ISS discipline program.  | Assistant principal<br>I.S.S. Coordinator   | PEIMS 425 report; daily occurrences  |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00, SCE Funds - 0.00  |   |  |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 6  | All staff   | No unidentified and approved visitors on campus  |  |  |  |  |
| 10) Improve safety by requiring all visitors/ substitutes to wear name tags, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag. | <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 6  | All staff   | T-TESS; PEIMS 425 report; teacher surveys  |  |  |  |  |
| 11) Consistent enforcement of campus wide rules.  | <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 6  | Counselor   | Parent and staff surveys   |  |  |  |  |
| 12) Counseling will include: bullying, dating violence, and sexual harassment.  | <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |
| 13) An evidence-based alcohol awareness instructional program will be incorporated for students from the approved providers lists as per SB 1344.   | Principal, Counselor  | Lesson plans   |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |  |  |  |  |
| 14) Support efforts of the SHAC (School Health Advisory Council) in implementing services.  | Nurse, Principal, Counselor, SHAC   | SHAC; Fitnessgram results  |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |  |  |  |  |
| 15) Promote safe and healthy life choices through PE, counseling services, and character education.   | Teachers, counselor, SHAC, Nurse  | Parent and staff surveys   |  |  |  |  |
| 16) Literature and contact options will be posted and available to students for issues surrounding dating violence. Counselors are available to work with teens in need of this service.        | Counselors  | Counselor contact logs   |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |  |  |  |  |
| 17) Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrator making the placement and daily updates of placement from DAEP coordinator.          | Principal, Assistant Principal, DAEP Instructor.  | Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms.     |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |   |  |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 6  | Counselor and Campus administration   | Better student understanding of types of bullying and appropriate responses as well as student supports. |  |  |  |  |
| 18) Campus will hold an anti-bullying assembly sponsored by US Army.  | <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Critical Success Factors</b><br>CSF 6<br><br>19) All adults and students are being trained in ALICE protocol for response to potential active shooter scenarios.  | Principal  | Better autonomy on the part of all members of the campus that will lead to the use of appropriate survival strategies in the event of a serious event. |  |  |  |  |
|  | <b>Funding Sources:</b> Local Funds - 0.00           |  |  |  |  |  |
| 20) Student and community presentation of Shattered Dreams event to address drinking and driving.  | Principal, staff representatives, community liaisons |  |  |  |  |  |
|  | <b>Funding Sources:</b> Local Funds - 0.00           |  |  |  |  |  |
| <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 6: NHS will promote the effective, efficient and timely use of technology to support student learning.

**Performance Objective 1:** Classroom use of technology will continue as influenced by data on the Technology Integration Matrix.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

| Strategy Description  | Monitor                    | Strategy's Expected Result/Impact  | Reviews   |      |      |           |
|---|----------------------------|--|-----------|------|------|-----------|
|   |                            |  | Formative |      |      | Summative |
|   |                            |  | Mar       | June | Sept | Nov       |
| 1) Support and train High School Level Technology Applications teachers.  | Principal                  | Texas Campus Star Chart; Texas Teacher Star Chart  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 2) Send one teacher to TCEA.  | Principal                  | Report made at faculty meeting   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 3) Students will have access to electronic databases.   | Librarian                  | Campus and teacher Star Charts   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 4) The library will maintain current library management software.   | Librarian                  | Usage reports; campus and teacher Star Charts  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 5) The campus will maintain and update the electronic student management system.  | Registrar                  | Data Audit = 90% of student contact data will be entered by due date; Campus and teacher Star Charts       |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 6) The campus will maintain and update an electronic health database.   | Nurse; Technology Director | Data Audit - 95% of student health information will be entered by due date; Campus and teacher Star Charts |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 7) The campus will maintain and update a campus website.  | Campus Webmaster           | Statistical reports; parent surveys  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 8) Parents, Students, Teachers and Community Members will have access to campus libraries beyond the normal school day. | Principal, Librarian       | Usage reports; Campus and teacher Star Charts  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 9) All professional personnel will maintain a web page for parent communication.  | Staff                      | Data audit - 100% of professional staff have weekly updated pages  |           |      |      |           |
| 10) Utilize email to provide weekly updates for staff.  | Principal                  | Texas Teacher Star Chart   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |
| 11) Teachers will use the school provided electronic program to record attendance and grades.                           | Registrar; Principal       | Attendance records; grade records  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                            |  |           |      |      |           |

| Critical Success Factors<br>CSF 1   | Principal, Technology Director             | Walkthroughs and evaluations                                       |  |  |  |  |
|---|--|--|--|--|--|--|
| 12) Every high school student will have a Chromebook issued to them for school and home use. It will be a tool for daily use.                   | <b>Funding Sources:</b> Local Funds - 0.00 |  |  |  |  |  |
| 13) Student access to CTTC for technology courses.  | Academic Dean, Counselor                   | Course completion and participation rates                          |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00, CTE Funds - 0.00  |  |  |  |  |  |  |
| 14) Continue student participation in dual credit classes.  | Academic Dean, Counselor                   | Course completion and participation rates                          |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |  |
| 15) Update technology software and hardware for technology classes.   | Technology Director                        | New software and equipment   |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |  |
| 16) The campus will comply with all CIPA (Children's Internet Protection Act) requirements.   | Technology Director                        | Lesson plans; parent surveys                                       |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |  |
| 17) All students will be instructed on internet safety.   | Instructional Technologist                 | Completion through English courses with instructional technologist |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |  |
| 18) Instructional technologist will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter. | Chief Instructional Officer, Principal     | Walkthroughs and T-TESS  |  |  |  |  |
| <b>Funding Sources:</b> Local Funds - 0.00  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |


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

**Performance Objective 1:** Age appropriate career education will be provided to 100% of the students as evidenced in each student's four year plan file.

**Evaluation Data Source(s) 1:** Student's Four Year Plan.

## Summative Evaluation 1:

| Strategy Description  | Monitor                         | Strategy's Expected Result/Impact   | Reviews   |      |      |           |
|---|---------------------------------|---|-----------|------|------|-----------|
|   |                                 |   | Formative |      |      | Summative |
|   |                                 |   | Mar       | June | Sept | Nov       |
| 1) Utilize ONET, classroom presentations and Career Cruising Program for student planning and college/career investigation.         | Counselor; Librarian            | Four year plans on file   |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, CTE Funds - 0.00  |                                 |   |           |      |      |           |
| 2) Utilize Career Center for increased student/parent access to information about further education/ employment.                    | Counselor; Academic Dean        | Increased use of resources  |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, CTE Funds - 0.00  |                                 |   |           |      |      |           |
| 3) Provide enhanced learning opportunities through distance learning with Alamo Colleges and the Texas Virtual School network.      | Academic Dean                   | Increased number of students accessing coursework                         |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                                 |   |           |      |      |           |
| 4) Continue providing a Navarro High School Career Fair in conjunction with Generation TX week.                                     | Counselor                       | Student have the opportunity to explore/discuss a wide variety of careers |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                                 |   |           |      |      |           |
| 5) Provide increased awareness and opportunities for career-centered course opportunities.  | Counselor                       | Number of students enrolled in CTE courses                                |           |      |      |           |
| 6) Provide increased opportunities for students to achieve certification in CTE courses.  | Counselor                       | Number of students earning certifications                                 |           |      |      |           |
| <b>Problem Statements:</b> Student Academic Achievement 5   |                                 |   |           |      |      |           |
| 7) Provide classroom guidance to grades 9-12 on college & career planning.  | Counselors                      | Students will feel comfortable applying for college admission or jobs     |           |      |      |           |
| 8) Provide parent nights to offer college & career planning awareness.  | Counselors                      | Parent awareness of opportunities for their children                      |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00  |                                 |   |           |      |      |           |
| 9) Information meetings for special education and 504 parents to facilitate the transition to post graduation support for students. | Special ed. Teachers, Principal | ARD documents referencing transition meetings                             |           |      |      |           |
| <b>Funding Sources:</b> Local Funds - 0.00, SPED Funds - 0.00   |                                 |   |           |      |      |           |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 10) Continued expansion of CTE strand for health sciences as well as the addition of engineering classes to address top employment areas for students in local job market.  | Principal, CTE Coordinator                | Students will have training opportunities in a field with high employment opportunities   |  |  |  |  |
|   | <b>Funding Sources:</b> CTE Funds - 0.00  |   |  |  |  |  |
| <b>Critical Success Factors</b><br>CSF 5<br>11) Establish partnership with local company(CMC Steel) to provide students in agricultural mechanics classes with current industry support in areas such as welding and electrical applications. | Principal, CTE Coordinator                | Students will have the opportunity to learn and establish industry relationships through project completed within the partnership   |  |  |  |  |
|   | <b>Funding Sources:</b> CTE Funds - 0.00  |   |  |  |  |  |
| 12) Provide a new freshman level course to explore and establish initial 10 year plans for students with a target on pathways for future career choices for students. It will be a required course for all 9th graders.                       | Principal, Academic Dean, CTE Coordinator | Students will get an opportunity to set goals and make plans for secondary success and beyond.<br>9th grade course completion and failure rates<br>9th grade attendance rates |  |  |  |  |
|   | <b>Funding Sources:</b> CTE Funds - 0.00  |   |  |  |  |  |
|   |   |   |  |  |  |  |

**Performance Objective 1 Problem Statements:**

|  |
|--|
| <b>Student Academic Achievement</b>  |
| <b>Problem Statement 5:</b> Students are not graduating with CCMR readiness standards. <b>Root Cause 5:</b> Inadequate tracking process starting early enough to meet standards. |

# State Compensatory

## Budget for Navarro High School:

| <u>Account Code</u>                              | <u>Account Title</u>  | <u>Budget</u>       |
|--|---|---------------------|
| <b>6100 Payroll Costs</b>                        |   |                     |
| 199.11.6112.40.001.9.24.0.00                     | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$4,000.00          |
| 199.11.6119.40.001.9.24.0.00                     | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$91,354.00         |
| 199.11.6122.40.001.9.24.0.00                     | 6122 Salaries or Wages for Substitute Support Personnel               | \$1,000.00          |
| 199.11.6129.40.001.9.24.0.00                     | 6129 Salaries or Wages for Support Personnel                          | \$18,765.00         |
| 199.11.6141.40.001.9.24.0.00                     | 6141 Social Security/Medicare   | \$1,390.00          |
| 199.11.6142.40.001.9.24.0.00                     | 6142 Group Health and Life Insurance                                  | \$4,291.00          |
| 199.11.6144.40.001.9.24.0.00                     | 6144 Teacher Retirement/TRS Care - On Behalf Payment                  | \$6,535.00          |
| 199.11.6146.40.001.9.24.0.00                     | 6146 Teacher Retirement/TRS Care                                      | \$2,694.00          |
| <b>6100 Subtotal:</b>                            |   | <b>\$130,029.00</b> |
| <b>6200 Professional and Contracted Services</b> |   |                     |
| 199.11.6299.00.001.9.24.0.00                     | 6299 Miscellaneous Contracted Services                                | \$10,000.00         |
| <b>6200 Subtotal:</b>                            |   | <b>\$10,000.00</b>  |
| <b>6300 Supplies and Services</b>                |   |                     |
| 199.11.6399.00.001.9.24.0.00                     | 6399 General Supplies   | \$3,000.00          |
| 199.11.6399.44.001.9.24.0.00                     | 6399 General Supplies   | \$500.00            |
| <b>6300 Subtotal:</b>                            |   | <b>\$3,500.00</b>   |
| <b>6400 Other Operating Costs</b>                |   |                     |
| 199.11.6411.00.001.9.24.0.00                     | 6411 Employee Travel  | \$250.00            |

|                       |                 |
|-----------------------|-----------------|
| <b>6400 Subtotal:</b> | <b>\$250.00</b> |
|-----------------------|-----------------|

## Personnel for Navarro High School:

| <u>Name</u>        | <u>Position</u>   | <u>Program</u>               | <u>FTE</u> |
|--------------------|-------------------|------------------------------|------------|
| Barbara Steele     | Teacher           | Languages Other Than English | .86        |
| Christina Whitson  | Teacher           | Special Education            | 1.0        |
| Darla Perron       | Special Education | Teacher                      | .86        |
| Donnie Slatter     | Teacher           | PE                           | .72        |
| Jorge Polanco      | Athletic Trainer  | Athletics                    | .67        |
| Kristie Weller     | Teacher           | CTE/AG                       | 1.0        |
| Lonnie Taylor      | Teacher/Coach     | Credit Recovery/Coach        | .72        |
| Michelle Blount    | Teacher           | Reading/ELAR                 | 1.0        |
| Nicole Blakeman    | Teacher           | AEP                          | .36        |
| Patrick Millington | Teacher           | Special Education            | .86        |
| Randal Springs     | Aide              | Credit Recovery/Study Hall   | 1.0        |
| Sarah Haltom       | Teacher           | Special Education            | 1.0        |
| Walkiria Grenier   | Teacher           | Languages Other Than English | .72        |

# Campus Advisory Committee

| <b>Committee Role</b>      | <b>Name</b>     | <b>Position</b> |
|----------------------------|-----------------|-----------------|
| Administrator              | Gary Haass      |                 |
| Classroom Teacher          | Sandra Hensley  |                 |
| Classroom Teacher          | Susan Korn      |                 |
| Classroom Teacher          | Kathy Seals     |                 |
| Classroom Teacher          | Michele Hansen  |                 |
| Classroom Teacher          | Aleah Petmecky  |                 |
| Classroom Teacher          | Rissa Springs   |                 |
| Classroom Teacher          | Marilyn Palacin |                 |
| Classroom Teacher          | Sarah Haltom    |                 |
| Classroom Teacher          | David Curry     |                 |
| Parent                     | Susie Hendricks |                 |
| Parent                     | Jenni Bradley   |                 |
| Administrator              | John Gary       |                 |
| Paraprofessional           | Debbie Krueger  |                 |
| Non-classroom Professional | Robyn Steffen   |                 |