Navarro Independent School District

Accountability Rating: B

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 11, 2026 at 02:18 PM

Mission Statement

Navarro ISD builds collaborative partnerships by cultivating positive relationships that grow successful students; helping them make connections that prepare them for their future.

Vision

Growing our students
our district
our community
Navarro ISD - The Heart of Geronimo

Value Statement

Board Goals for 2023-2028

Goal 1*: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 60% by June 2024, 65% for 2024-2025, 70% for 2025-2026, 75% for 2026-2027, 80% for 2027-2028. ***(HB3 Required Goal)***

Goal 2*: Increased overall student performance in mathematics to 85% Meets Standard by 2028. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 53% to 65% by June 2024, 70% for 2024-2025, 75% for 2025-2026, 80% for 2026-2027, 85% for 2027-2028. ***(HB3 Required Goal)***

Goal 3*: The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by August 2024 and increase to 95% by 2028. ***(HB3 Required Goal)***

Priorities

Priority 1: Recruiting, Hiring, Coaching, and Retaining High Quality Teachers and Staff to Support Student Outcomes.

Priority 2: Maximizing Academic Performance.

Priority 3: Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance, and Engagement.

Priority 4: Planning, Preparing, and Maintaining Facilities and Environments for Learning.

Priority 5: Obtaining and Maintaining Top Rated District Recognition

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 9

Student Learning 12

District Processes & Programs 15

Perceptions 18

Priority Problem Statements 20

Data Documentation for CNA 24

Improvement Planning Data 25

Accountability Data 25

Student Data: Assessments 25

Student Data: Student Groups 26

Student Data: Behavior and Other Indicators 26

Employee Data 26

Parent/Community Data 27

Support Systems and Other Data 27

Goals 28

Goal 1 : Recruiting, Hiring, Coaching and Retaining High Quality Teachers and Staff... 29

Goal 2 : Maximizing Academic Performance Academic Priority 1: The will achieve a... 39

Goal 3 : Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance... 46

Goal 4 : Planning, Preparing, and Maintaining Facilities and Environments for Learni... 57

Goal 5 : Obtaining and Maintaining Top Rated District Recognition 72

State Compensatory Education 75

Budget for District Improvement Plan 76

Personnel for District Improvement Plan 76

Title I Summary 77

Title I 78

Descriptor 1: Student Progress Monitoring and Supports 78

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 78

1.2 Identifying students who may be at risk for academic failure; 78

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; 78

Descriptor 4: Measure of Poverty 79

Descriptor 6: Services to Homeless Children and Youth 79

Descriptor 7: Parent and Family Engagement Strategy 79

Descriptor 8: Early Childhood Education Programs and Transition Plans 80

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program 80

Descriptor 10: Middle to High School/High School to Postsecondary Transitions 81

10.1 Coordination with institutions of higher education, employers, and other local partners; 81

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; 82

Descriptor 11: Discipline Disproportionality 82

Descriptor 12: Coordination and Integration 83

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; 83

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; 83

Descriptor 13: Other Proposed Uses of Funds 83

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 84

Title I Personnel 84

Plan Notes 85

Committees 87

District Improvement & Planning Committee 88

Members 88

Assurances 90

Funding Summary 92

Title II Funds 93

Instructional Materials Allotment 93

Local Funds 93

SCE Funds 94

SPED Funds 94

CTE Funds 94

E-Rate Funds 95

Policies, Procedures, and Requirements 96

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

A district needs assessment is a systematic process that guides a District Improvement Plan by identifying current strengths, gaps and priorities across student learning, staff capacity and resource allocation. Key steps include:

1. **Data Collection**

- Academic performance (e.g., standardized tests, formative assessments)
- Demographic and attendance trends
- Program evaluations and budget reviews

2. **Stakeholder Engagement**

- Surveys and focus groups with teachers, families and community partners
- Leadership team analysis to ensure diverse perspectives

3. **Gap Analysis**

- Comparing current performance against state standards and district goals
- Highlighting achievement disparities among student subgroups

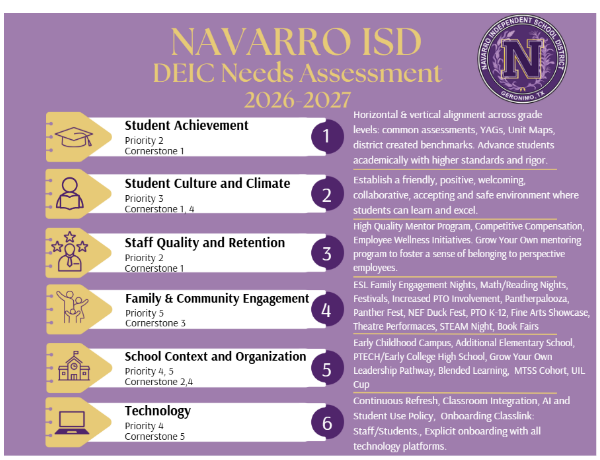
4. **Priority Setting**

- Ranking the most critical areas for improvement (e.g., literacy, math proficiency, climate and culture)
- Aligning needs with available resources and funding opportunities

5. **Action Planning Foundation**

- Translating prioritized needs into measurable goals, strategies and timelines
- Establishing progress-monitoring metrics for ongoing evaluation

By grounding a District Improvement Plan in a comprehensive needs assessment, districts ensure that interventions are data-driven, targeted and sustainable—ultimately fostering continuous improvement and equitable outcomes for all students.



NAVARRO ISD
Value Statements

Strategic Action & Engagement

Mission

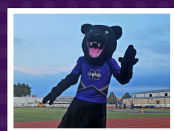
Navarro ISD builds collaborative partnerships by cultivating positive relationships that grow successful students; helping them make connections that prepare them for their future.

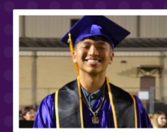
Vision

Growing our students
our district
our community
Navarro ISD - The Heart of Geronimo

Priorities

- Priority 1:
  - Recruiting, Hiring, Coaching, and Retaining High Quality Teachers and Staff to Support Student Outcomes.
- Priority 2:
  - Maximizing Academic Performance.
- Priority 3:
  - Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance, and Engagement.
- Priority 4:
  - Planning, Preparing, and Maintaining Facilities and Environments for Learning.
- Priority 5:
  - Obtaining and Maintaining Top Rated District Recognition.





Cornerstones

Five foundational focus areas to drive progress for our students and staff.

Cornerstone 1	Cornerstone 2	Cornerstone 3	Cornerstone 4	Cornerstone 5
Academic Success/Instruction & College, Career, & Military Readiness (CCMR)	Employee Recruitment/ Retention	Parent & Community Engagement	Facility Growth/Planning & Safety/Security	Technology

NAVARRO ISD
The Heart of Geronimo

Strategic Action & Engagement

Cornerstones

Five foundational focus areas to drive progress for our students and staff.

Cornerstone	Objectives
Academic Success/Instruction & College, Career, & Military Readiness (CCMR)	Build relationships with all students, knowing them by name and need, to foster connections and create an environment that focuses on the whole child. Provide, implement, and sustain a rigorous, high-quality curriculum that challenges all students to allow them to meet their full potential and to achieve a district top rating. Increased opportunities for advanced academics, specialized courses, and extracurricular activities to allow students to pursue interests and demonstrate College and Career Readiness.
Employee Recruitment/ Retention	Foster a dynamic and inclusive recruitment strategy for the school district, dedicated to attracting exceptional educators, thereby enhancing academic excellence and maintaining a robust talent pipeline to ensure sustained educational quality, even during periods of turnover. Implement a robust employee retention strategy, emphasizing ongoing professional development, conducting insightful stay and exit interviews, and enhancing total compensation packages with innovative incentives to foster a supportive and rewarding environment for long-term staff satisfaction and commitment.
Parent & Community Engagement	Create and maintain streamlined and centralized communication platforms that include website, newsletter, and social media components to develop and maintain positive collaborative relationships that are transparent for all stakeholders to provide information and strengthen support for Navarro ISD. Increase family and community engagement and satisfaction by developing and maintaining positive collaborative relationships with all stakeholders with opportunities for involvement in campus, department, and organization activities.
Facility Growth/Planning & Safety/Security	Maintain and refresh current and future facilities by implementing a facilities standard across the district to address growth in a timely fashion. Prioritize the safety and security of all staff and students by standardizing protocols and maintaining facilities across the district. Plan and prepare for facility needs based off the demographics projections to include land, buildings and athletic facilities.
Technology	Implement and maintain an evolving 5-year Technology Plan to grow with the district. Provide a network environment that is future ready and complies with the state of Texas cybersecurity requirements, while also providing a robust training environment for our students to take into the workforce. Streamline the educational apps available to the teachers to align instructional practices and maximize student performance. Improve student proficiency with keyboarding and computer operation skills at every grade level.

Cornerstones

Five foundational focus areas to drive progress for our students and staff.

Cornerstone	Objectives	Critical Success Factors
Academic Success/Instruction & College, Career, & Military Readiness (CCMR)	Build relationships with all students, knowing them by name and need, to foster connections and create an environment that focuses on the whole child. Provide, implement, and sustain a rigorous, high-quality curriculum that challenges all students to allow them to meet their full potential and to achieve a district top rating. Increased opportunities for advanced academics, specialized courses, and extracurricular activities to allow students to pursue interests and demonstrate College and Career Readiness.	• Increased student attendance rate. • Decreased Office referrals • Student surveys and feedback. • Increase in student engagement in campus and district activities and programs. • Student Advisories meet regularly to discuss and address ways student concerns and needs. • Increase in performance on assessments. • Increase in postsecondary career offers, college scholarships and military appointments for students. • Increase in awards, recognitions, & distinctions. • Comprehensive supplies, resources, and necessary program items inventory and refresh/replacement cycle is consistently maintained and updated for growth needs. • Advanced academics, specialized courses, and extracurricular activities will illustrate increased enrollment to meet the state recommendation of 40%.
Employee Recruitment/ Retention	Foster a dynamic and inclusive recruitment strategy for the school district, dedicated to attracting exceptional educators, thereby enhancing academic excellence and maintaining a robust talent pipeline to ensure sustained educational quality, even during periods of turnover. Implement a robust employee retention strategy, emphasizing ongoing professional development, conducting insightful stay and exit interviews, and enhancing total compensation packages with innovative incentives to foster a supportive and rewarding environment for long-term staff satisfaction and commitment.	• Effective Outreach – Strengthening efforts to reach a diverse pool of qualified candidates through targeted and inclusive recruitment channels. • Proactive Succession Planning – Establishing and maintaining a strategic talent pipeline to minimize disruptions caused by turnover. • Staying current with educational trends and adapting recruitment strategies to meet evolving needs. • Stay and exit interviews are regularly conducted to gather valuable feedback, understand employee motivations, and proactively address concerns. • Total Compensation packages are regularly assessed and adjusted to remain competitive in the education sector. • Targeted incentives such as referral bonuses, to boost employee engagement and satisfaction are introduced. • Relevant training is provided that aligns with teacher needs and enhances job satisfaction. • Surveys are conducted regularly to help the district prioritize areas requiring immediate attention, ensuring that resources are directed toward the most critical aspects of employee satisfaction. • Task Force Committees and Advisories meet regularly to discuss, address, and provide background on areas of employee needs and concerns.
Parent & Community Engagement	Create and maintain streamlined and centralized communication platforms that include website, newsletter, and social media components to develop and maintain positive collaborative relationships that are transparent for all stakeholders to provide information and strengthen support for Navarro ISD. Increase family and community engagement and satisfaction by developing and maintaining positive collaborative relationships with all stakeholders with opportunities for involvement in campus, department, and organization activities.	• We will increase Facebook metrics by 10%. • We will increase open rates on messages sent to stakeholders by 10%. • We will increase PTO and Booster Club participation by 10%. • We will increase opportunities for parent and community involvement with NISD by 10%. • Advisories meet regularly to discuss and address ways to continually improve communication and engagement opportunities. • Increasing number of articles and news features in local media.
Facility Growth/Planning & Safety/Security	Maintain and refresh current and future facilities by implementing a facilities standard across the district to address growth in a timely fashion. Prioritize the safety and security of all staff and students by standardizing protocols and maintaining facilities across the district. Plan and prepare for facility needs based off the demographics projections to include land, buildings and athletic facilities.	• Create facility standards along with a preventative maintenance program. • Maintain and/or improve curb appeal. • Comprehensive inventory and refreshment cycle for supplies, equipment and infrastructure is regularly maintained. • Increased physical security features at all campuses. • Enforcing safety protocols at all campuses. • Task Force Committees regularly meet and present information to the school board for facilities planning and bond recommendations.
Technology	Implement and maintain an evolving 5-year Technology Plan to grow with the district. Provide a network environment that is future ready and complies with the state of Texas cybersecurity requirements, while also providing a robust training environment for our students to take into the workforce. Streamline the educational apps available to the teachers to align instructional practices and maximize student performance. Improve student proficiency with keyboarding and computer operation skills at every grade level.	• Comprehensive inventory and refreshment cycle for supplies, equipment and infrastructure for campus and district technological needs is regularly maintained. • Evaluation of current data/network systems with recommended action by using our current network and fiber audits. • Advisory committee to evaluate current apps and their effectiveness. • Evaluation of student skills in online projects and assessments.

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

	2019	2020	2021	2022	2023	2024	2025	2026
Total Students	**1940**	**1851**	**1993**	**2149**	**2,429**	**2.675**	**3,074**	**3,322**
African American	**1.5%**	**1.3%**	**.8%**	**1.5%**	**2.2%**	**3.10%**	**3.74%**	**3.64%**
Hispanic	**41.00%**	**40.6%**	**37.9%**	**40.9%**	**44.1%**	**45.9%**	**48.24%**	**49.52%**
White	**54.8%**	**55.2%**	**58.3%**	**54.3%**	**48.7%**	**45.79%**	**41.83%**	**41.06%**
American Indian	**0.2%**	**0.1%**	**0.0%**	**0.1%**	**0.1%**	**0.15%**	**0.20%**	**0.15%**
Asian	**0.08%**	**0.7%**	**1.5%**	**0.9%**	**1.2%**	**1.04%**	**1.14%**	**1.20%**
Pacific Islander	**0.2%**	**0.2%**	**0.0%**	**0.2%**	**0.6%**	**0.75%**	**0.62%**	**0.45%**
Two or More Races	**1.6%**	**1.9%**	**1.5%**	**2.1%**	**3.2%**	**4.15%**	**4.26%**	**3.97%**
Economically Disadvantaged	**36.1%**	**33.3%**	**21.2%**	**27.8%**	**31.7%**	**57.23%**	**45.25%**	*****
Non-Educationally Disadvantaged	**63.9%**	**66.7%**	**78.8%**	**72.2%**	**68.3%**	**42.77%**	**54.75%**	*****
Emergent Bilinguals	**4.23%**	**5.0%**	**4.82%**	**4.2%**	**6.4%**	**5.20%**	**5.20%**	
Graduation Rate	**99.3%**	***97.5%**	**98.6%**	**99.3%**	**99.6%**	**99.3%**	**100%**	*****
College and Career Ready Graduates	**74.0%**	***71.6%**	**68.2%**	**71.9%**	**72%**	**67%**	**75.3%**	*****
At Risk	**31.8%**	**27.8%**	**19.7%**	**35.6%**	**37.4%**	**32.97%**	**34.7%**	*****
Attendance Rate	**96.1%**	***96.3%**	**94.9%**	**94.09%**	**97.65%**	**96.41%**	**94.52%**	*****

Navarro ISD Schools and Enrollment

	2019	2020	2021	2022	2023	2024	2025	2026
Navarro Elementary (Prek - 2) ***2023 Grade 3 moved to Intermediate**	**546**	**563**	**566**	**697**	**634**	**695**	**812**	**867**

Navarro Intermediate (3-5) *In 2023 Grade 6 moved to Junior High	433	435	457	480	543	665	763	800
Navarro Junior High School (6-8)	324	311	323	343	561	603	702	768
Navarro High School (9-12)	637	635	639	654	705	712	797	888

Navarro ISD Program Enrollment	Navarro ISD	
	Program Percentage	Current Enrollment
Emergent Bilingual	5.20 %	163
Career and Technology Education	68.31% of 8th-12th Graders Enrolled in a CTE Course	707 (8-12th Grade)
Gifted and Talented	8.23%	253
Special Education	16.92 %	520

Strengths

Navarro ISD anticipates additional growth based on continued demographic studies conducted in the area. The study predicts the district will grow by a minimum of 100 students per year for the next ten years. These estimations are considered moderate in terms of potential growth. For the prior three academic years, Navarro ISD has experienced between 3% and 8% growth in student population numbers. Due to this population growth, Navarro ISD has expanded programs and facilities in order to meet the demands of 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
- Strong Attendance Rate
- Able to recruit and maintain a high quality staff
- Supportive and Involved Local Community
- 100% of staff teaching in certification area.
- Growing population
- Demographics study
- Facilities and planning committee to support projected growth
- Specialized Instructional Programs for students in special populations (ESL, GT, Special Education, CTE)
- Extensive extra-curricular programs
- Collaborative Vision Planning Committee

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	District Facilities approach building capacity for existing student population.	Increased growth and additional neighborhoods platted within the local area.
2 ★	Current student enrollment numbers do show steady growth, and increased student enrollment is putting a strain on class sizes and facilities.	Increased affordable housing and development in the local area.
3 ★	Current facilities will not adequately support our targeted population projections and program expansion needs.	The district has a limited supply of local land available to purchase that is affordable and that can accommodate future bond projects and needed facilities. There is a need to purchase additional property for long range planning and future projects.
4 ★	A safety review has indicated that current facilities lack ADA compliance in some areas.	Aging facilities need updates to address new codes and these projects require additional local funds. The district is currently working to identify additional funding sources to complete these projects such as safety grants.
5	Our special programs are seeing a significant increase in the number of students served.	Increased housing in the area and a positive program reputation is impacting the rapid growth of these programs.

★ = Priority

Student Learning

Summary

Navarro ISD earned an overall **B** accountability rating from the Texas Education Agency this past year. To proactively monitor student progress and inform targeted instruction, the district employs:

• NWEA Measures of Academic Progress (MAP) in Reading and Mathematics for grades K–8, which diagnoses learning loss, measures growth, and benchmarks achievement levels.

• Benchmarks and STAAR Interim Assessments for grades 6–12 to track ongoing performance and readiness.

• Edgenuity's online tutorial system for students in non-EOC courses, providing personalized remediation where gaps are identified.

In compliance with HB 1416, any student who did not meet the 2026 STAAR passing standard receives subject-specific, intensive tutoring. To support this effort, each campus has built a dedicated 30-minute targeted-tutoring block into its daily master schedule.

Using our fall MAP data, we can determine whether students are on track to meet or exceed the 2026 STAAR standards. Our district-wide goal is a **10 percent increase** in proficiency across all tested subjects by the end of the 2025–2026 school year, with the following performance targets:

• **Approaching**: 90 percent of students

• **Meeting:** 60 percent of students

• **Mastering:** 30 percent of students

Navarro ISD Spring 2026 data from TexasSchools.gov

A comprehensive comparative review of the Texas Education Agency (TEA) accountability metrics reveals that Navarro ISD has successfully built upon its core competencies over the past year. The overall district scaled score improved by 3 points. Notably, **Student Achievement** increased from 80 to 83, and **Closing the Gaps** advanced substantially from 81 to 86.

Accountability Domain / Indicator	2025 Score	2025 Rating	2026 Score	2026 Rating	YoY Change
Overall District Summary	**81**	B	**84**	B	**+3 Points**
Student Achievement	80	B	83	B	+3 Points
School Progress	81	B	81	B	Stable (0)
— Academic Growth	81	B	81	B	Stable (0)
— Relative Performance (Eco Dis)	74	C	80	B	+6 Points
Closing the Gaps	81	B	86	B	+5 Points

Strengths

Achievement Strength Areas:

- There is a high participation rate for students taking the ACT, SAT and TSI
- Majority of the content areas surpassed the region and state average
- SAT School Day at the High School for the 2025-2026 school year
- There is an increase in the percentage of students completing a coherent sequence of courses aligned to industry certification
- Advance Placement scores increased from prior year
- Dual credit enrollment and completion increased from prior year
- High Graduation rate among all populations
- Additional advanced academics courses with increased enrollment

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment.	There is reduced participation in advanced academics among our targeted sub-populations. These populations are also under performing on college entrance exams (SAT/ACT) and the TSIA assessments. With the increased percentage of 88%, we will need to carefully monitor and track all students, especially those in these targeted sub-populations.
2 ★	The district performance in 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both instructional materials and common assessments.	There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

★ = Priority

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) as the foundation for the district curriculum. The TCMPC 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. Instructional Coaches align TCMPC 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 additional to TCMPC, 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 of 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 Multi-tiered system of Supports 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 MTSS Tiering process is described below:

Across the tiers, the intensity of support grows for both enrichment and intervention.

- **Tier 1** represents universal, on-grade-level instruction for all students.

- Subsequent tiers are marked with **(+)** for enrichment and **(–)** for targeted intervention, signifying progressively deeper levels of support.

Within each tier's column, educators find a curated set of evidence-based strategies—ranging from differentiated instructional techniques to small-group interventions—designed to accelerate learning, enrich high-achievers, and remediate skill gaps. This tiered framework ensures that every student receives the right balance of challenge and assistance, helping teachers tailor instruction and monitor progress with clarity and precision.

Tier 3	Tier 2	Tier 1	Tier 2+	Tier 3+
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	Strategic monitoring of	Differentiated Instruction	Gifted Programming,	Individualized

Intervention	progress	- Formative Assessment	Honors Classes, Small Groups	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. 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.

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	Root Cause
1	Human resource records are kept in paper files, which limits accessibility and takes up limited central office space.	Systems have not been fully updated to utilize technology for automation and digitization due to established ways of doing things.
2	As the district enrollment continuers to increase, the child nutrition department will work to increase overall participation in meal services to sustain funding.	Increased enrollment causes an increase in costs to maintain a sustainable program.

★ = Priority

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*.

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	Root Cause
1 ★	Existing facilities, staff allocations and programs are insufficient to support expected growth.	Rapid construction and new platted subdivisions in the area are impacting enrollment. This rapid rate of growth will place a strain on our current facilities and programs. A long-range planning committee was formed to address this rapid growth.
2 ★	As our enrollment continues to increase, we recognize that our student population is becoming more diverse. Diversity of student and staff populations are not always celebrated through district programs, activities or instruction. This is an area that we are addressing through our Parent and Family Engagement Activities.	Diversity is not yet recognized across all campuses. Demographic data needs to be better utilized to identify this diversity.
3 ★	Student support and programs for the gifted and talented population are limited.	Program supports and processes for secondary students are limited.
4 ★	The district has been working to determine the most effective means to increase communication, not only with the staff and students, but also with parents and community stakeholders.	The community is not fully aware of all communication resources. There is a lack of congruent communication methods in delivery of information.
5 ★	There is an increased demand for technology training and supports and updated technology equipment.	Required online state testing, increased reliance on technology applications, and one-to-one distribution of devices has dramatically impacted the local budget. Additional financial resources need to be identified to help off-set additional costs for equipment, resources and training.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	District Facilities approach building capacity for existing student population.	Increased growth and additional neighborhoods platted within the local area.
2 ★	The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment.	There is reduced participation in advanced academics among our targeted sub-populations. These populations are also under performing on college entrance exams (SAT/ACT) and the TSIA assessments. With the increased percentage of 88%, we will need to carefully monitor and track all students, especially those in these targeted sub-populations.
3 ★	The district has been working to determine the most effective means to increase communication, not only with the staff and students, but also with parents and community stakeholders.	The community is not fully aware of all communication resources. There is a lack of congruent communication methods in delivery of information.
4 ★	A safety review has indicated that current facilities lack ADA compliance in some areas.	Aging facilities need updates to address new codes and these projects require additional local funds. The district is currently working to identify additional funding sources to complete these projects such as safety grants.
5 ★	Current student enrollment numbers do show steady growth, and increased student enrollment is putting a strain on class sizes and facilities.	Increased affordable housing and development in the local area.
6 ★	Current facilities will not adequately support our targeted population projections and program expansion needs.	The district has a limited supply of local land available to purchase that is affordable and that can accommodate future bond projects and needed facilities. There is a need to purchase additional property for long range planning and future projects.

7 ★	The district performance in 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both instructional materials and common assessments.	There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.
8 ★	Existing facilities, staff allocations and programs are insufficient to support expected growth.	Rapid construction and new platted subdivisions in the area are impacting enrollment. This rapid rate of growth will place a strain on our current facilities and programs. A long-range planning committee was formed to address this rapid growth.
9 ★	As our enrollment continues to increase, we recognize that our student population is becoming more diverse. Diversity of student and staff populations are not always celebrated through district programs, activities or instruction. This is an area that we are addressing through our Parent and Family Engagement Activities.	Diversity is not yet recognized across all campuses. Demographic data needs to be better utilized to identify this diversity.
10 ★	There is an increased demand for technology training and supports and updated technology equipment.	Required online state testing, increased reliance on technology applications, and one-to-one distribution of devices has dramatically impacted the local budget. Additional financial resources need to be identified to help off-set additional costs for equipment, resources and training.
11 ★	Student support and programs for the gifted and talented population are limited.	Program supports and processes for secondary students are limited.
12 ★	Teacher turnover results in higher demands for recruitment and professional development and disrupts continuity for professional learning communities and for students.	The biggest contributors to teacher turnover are working conditions and salary.

13 ★	Some classroom positions are filled by teachers who do not have the required certifications, requiring the district to request permits or use DOI flexibility.	There are statewide shortages for some subject areas, including CTE, special education, math, and science. Sometimes late resignations limit the time available to find a certified teacher.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **SAT and/or ACT assessment data**
- ☑ **PSAT**

- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Annual dropout rate data
- [x] Attendance data
- [x] Discipline records

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data

- [x] Professional development needs assessment data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data

Goals

Goal 1 Recruiting, Hiring, Coaching and Retaining High Quality Teachers and Staff to Support Student Outcomes.

Performance Objective 1 ☑ High Priority

Maintain annual teacher turnover at or below 15% by July 2027.

Evaluation Data Source: HR teacher counts and resignations via Red Rover, Ascender, and spreadsheets

Strategy 1

Take action based on the employee satisfaction survey administered in January 2026 and continue surveying annually to monitor change and respond to employee concerns.

Strategy's Expected Result/Impact: Employee morale will improve because campus, department, and district leaders will better understand concerns and take action to address them.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership overall. Campus and department leaders for each team.

Formative Reviews

October	January	April	July

Strategy 2

Conduct Stay Interviews with at least 50% of each employee group by February 2027.

Strategy's Expected Result/Impact: Supervisors will better understand employees' motivation, rewards, and concerns which will improve the employee-supervisor relationship and lead to improved working conditions.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership overall. Campus and department leaders for each team.

Formative Reviews

October	January	April	July

Strategy 3

Propose 2027-2028 compensation that for all employee groups is above the median of regional districts that compete for the same candidates.

Strategy's Expected Result/Impact: Competitive compensation will contribute to recruiting and retaining high quality employees.

Staff Responsible for Monitoring: Chief Financial Officer and Salary and Benefits Manager

Formative Reviews

October	January	April	July

Performance Objective 2

Superintendent will maintain a district-wide professional staffing fill rate of 95% or higher throughout the school year, with mid-year vacancies filled within a target average of 30 calendar days.

Evaluation Data Source: Staffing data in Red Rover and on HR spreadsheets

Strategy 1

Post information-rich, appealing job opportunities on Red Rover Recruiting and Hiring within 24 hours of staff turnover and within 48 hours on district social media.

Strategy's Expected Result/Impact: Increase the applicant pool and shorten the time between a position being vacated and starting a new hire.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 2

Fully implement the Human Capital Marketing Plan that was developed in support of Board and Superintendent Goal 1.2

Strategy's Expected Result/Impact: Boost the total number and quality of applicants, enhance hiring manager satisfaction, and improve short-term retention rates for both professional and support staff.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 3

Fully implement the Facilities and Operations Human Capital Plan that was developed in support of the 2025-2026 Board and Superintendent Goals.

Strategy's Expected Result/Impact: Optimize staffing, enhance training, and foster a culture of excellence to ensure our facilities consistently support the district's educational mission.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 4

Implement Red Rover Hiring in fall 2026 and fully utilize its capabilities to track hiring and onboarding processes.

Strategy's Expected Result/Impact: Improve effectiveness and efficiency of the hiring process for hiring managers.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Performance Objective 3

Achieve state data validation by Spring 2027 for the 2025-2026 TIA expanded system, finalizing state designations across 90%+ of district-wide teacher positions.

Evaluation Data Source: TIA spreadsheets, SCOMS (in TEAL)

Strategy 1

Meet weekly with Region 20 TIA consultant to complete TIA data submission that meets all compliance checks by October 15, 2026 deadline.

Strategy's Expected Result/Impact: Increase the number of teachers with a Teacher Incentive Allotment (TIA) designation by 25% or more -- from 47 teachers in 2025-2026 to 59 or more teachers in 2026-2027.
Opportunities for substantial performance-based pay will increase teacher retention.

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 2

Form a District TIA Stakeholder Committee, with diverse teacher representation from all campuses, that will meet quarterly to review current practices and make recommendations for modifications to the local designation system.

Strategy's Expected Result/Impact: Increase teacher input in refining the local designation system and current practices.

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 3

Make recommendation about submitting TIA expansion application for 2027-2028 by December 2026 to meet application deadline in April 2027.

Strategy's Expected Result/Impact: Maintain 90%+ of district-wide teacher positions being eligible for TIA designations

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 4

Schedule monthly classroom calibration observations with all campus principals and assistant principals using a district-wide T-TESS calibration protocol.

Strategy's Expected Result/Impact: Improved appraisal practices will improve student achievement.

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 5

Review TIA data validation trends to ensure alignment of assessments identified as measures of student growth.

Strategy's Expected Result/Impact: Improved assessment practices will improve student achievement.

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Performance Objective 4

Fully execute the district's Texas Mentorship Training (TMT) Program to support early-career retention, ensuring 95% or more of 1st- and 2nd-year teachers receive the full 24 hours of required, documented mentor coaching from trained mentor teachers

Strategy 1

Coordinate year-long Texas Mentorship Training with Region 20 that includes two Design Sessions with district and campus leadership.

Strategy's Expected Result/Impact: Develop local calendar of mentoring activities to support beginning teachers

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 2

Review the Mentor Reflection Log at the end of each month and share the total accumulated hours with mentor and beginning teachers.

Strategy's Expected Result/Impact: Increase coaching opportunities between mentor and beginning teachers

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 3

Hold monthly new teacher (years 1 and 2) support meetings facilitated by veteran teachers.

Strategy's Expected Result/Impact: Improve the performance, morale, and retention of new teachers.

Provide an additional leadership opportunity for veteran teachers.

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Performance Objective 5

Successfully launch the PREP Teacher Residency cohort with 5 placed residents, ensuring 100% of residents complete program requirements and achieve certification exam pass rates by May 2027.

Strategy 1

Establish Teacher Residency partnership with Texas State University and identity five host teachers.

Strategy's Expected Result/Impact: Resident teachers will begin placement in August 2026

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 2

Meet with Teacher Residents monthly to check-in about program implementation and status of completing program requirements.

Strategy's Expected Result/Impact: All teacher residents complete program requirements by May 2027

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Strategy 3

Complete all Year 1 Design activities as part of the Texas Strategic Staffing (TSS) Grant with Region 20.

Strategy's Expected Result/Impact: Develop district-wide systems for teacher residencies documented in a handbook

Staff Responsible for Monitoring: Coordinator of Strategic Talent Initiatives

Formative Reviews

October	January	April	July

Performance Objective 6

Fully design and implement structured career pathways for operational departments (Safety & Operations, Transportation, Child Nutrition Services, and Technology) by June 2027, establishing clear tier structures, skill/certification requirements, and associated pay scales for employee advancement.

Strategy 1

Develop and improve systems to ensure all employees participate in an annual appraisal process that supports their growth and development. (Strategy group A from the Talent Development Plan developed in support of 2025-2026 Board and Superintendent Goals),

Strategy's Expected Result/Impact: Support professional growth and development and improve employee performance.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 2

Identify all training that new employees in each job category need and develop structures to ensure it takes place. (Strategy group B from the Talent Development Plan developed in support of 2025-2026 Board and Superintendent Goals).

Strategy's Expected Result/Impact: Support professional growth and development and improve employee performance.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 3

Develop differentiated learning opportunities that address the knowledge and skills required for high performance and that incorporates employee feedback. (Strategy group C from the Talent Development Plan developed in support of the 2025-2026 Board and Superintendent Goals).

Strategy's Expected Result/Impact: Support professional growth and development and improve employee performance.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 4

Identify a structured career pathways for each operational department (Safety & Operations, Transportation, Child Nutrition Services, and Technology), establishing clear tier structures, skill/certification requirements, and associated pay scales for employee advancement.

Strategy's Expected Result/Impact: Improved recruitment and retention of support employees.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Performance Objective 7

Improve substitute fill rate to from 90.3% in 2025-2026 to 92.3% in 2026-2027, resulting in improved teacher morale because their classes are covered when they are absent for personal or professional reasons.

Evaluation Data Source: Red Rover Absence and Vacancy

Strategy 1

Increase total number of days substitutes are available by growing the substitute pool and implementing motivators for substitutes working more days.

Strategy's Expected Result/Impact: Increasing the quantity of substitutes will contribute to a higher fill rate, which will improve teacher morale and reduce interruptions in students' learning.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 2

Improve substitute effectiveness through professional learning opportunities, including in person meetings and internet based training.

Strategy's Expected Result/Impact: Student learning and substitute morale will improve because substitute teachers have greater skills and knowledge.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Strategy 3

Improve communication with substitutes via in-person meetings and regular electronic messaging.

Strategy's Expected Result/Impact: Substitute morale and effectiveness will improve due to greater access to timely information, more opportunities to provide feedback on their experience, and opportunities to connect with other substitutes.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

Formative Reviews

October	January	April	July

Performance Objective 8

The district will identify and fund the needs of a growing special education population, to include district employees, contracted services and resources, in order to provide high quality IEP implementation.

Evaluation Data Source: PEIMS reports, eSped reports, ongoing needs assessment, caseload checks, special education department meetings, principal meetings, observations, audits

Strategy 1

The district will actively identify all needs (including staffing and resources) to provide high quality IEP implementation to the special education population.

Strategy's Expected Result/Impact: Recruiting, Hiring, Coaching, and Retaining High Quality Teachers and Staff to Support Student Outcomes

Staff Responsible for Monitoring: Executive Director of Student Support Services, Principals

Formative Reviews

October	January	April	July

Goal 2

Maximizing Academic Performance

Academic Priority 1: The will achieve and maintain a districtwide student attendance rate of 94.0% or higher each semester, as measured by the official semester Average Daily Attendance (ADA) reports.

Academic Priority 2: Increase employee attendance by 0.5 percentage points or more for 2026-2027.

Academic Priority 3: Implement and monitor districtwide instructional strategies and support systems to ensure students achieve a 60% or higher performance rate in the Meets Grade Level category on STAAR/EOC assessments across all tested subjects by July 2027.

Academic Priority 4: Implement and monitor districtwide strategies to ensure the district meets or exceeds the Texas Education Agency's College, Career, and Military Readiness (CCMR) accountability target of 88% by July 2027

Academic Priority 5: Lead districtwide academic improvement efforts to achieve measurable progress toward Texas HB 3 outcomes by July 2027, by increasing early literacy and mathematics proficiency in grades K-2 by 5% (include last years as comparison)

Academic Priority 6: Maintain a graduation rate of no less than 95%

Performance Objective 1

☑ **HB3 Goal**

Student Attendance Rate (94% or Higher)

Evaluation Data Source: ADA Reports

Strategy 1

Student Connections: Build relationships with every student "by name and need" to foster a whole-child environment that encourages school presence.

Student Input: Regularly convene Student Advisories to discuss and address concerns that may impact engagement and attendance.

District Monitoring: Use "Tuesday Tours" and "Campus Checkpoints" to monitor campus-level efforts and provide support for attendance initiatives.

Strategy's Expected Result/Impact: By building Student Connections "by name and need," educators proactively resolve individual non-academic barriers while fostering a culture of belonging that reduces chronic absenteeism and boosts Average Daily Attendance. Through Student Input in advisories, leadership uncovers the root causes of disengagement, leveraging authentic feedback to build peer-led accountability and attendance solutions. Finally, District Monitoring via "Tuesday Tours" and "Campus Checkpoints" provides real-time visibility, enabling leaders to rapidly deploy targeted resources and eliminate performance gaps across campuses.

Together, these pillars ensure every student is known, heard, and supported, establishing a responsive environment where regular school presence is the standard across all sites.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Teachers, Campus Registrars, PEIMS Coordinator

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Implement a comprehensive Alternative Education Intervention Strategy that combines individualized credit recovery pathways, flexible learning models, proactive multi-tiered attendance monitoring, and integrated socio-emotional supports to re-engage at-risk students and prevent high school dropouts.

Strategy's Expected Result/Impact: Focused plan for graduation of High School students.

Staff Responsible for Monitoring: Campus Administrators, Counselors, CIS, and Academic Dean

Funding Sources: Staffing SCE Funds, , Materials Local Funds,

Formative Reviews

October	January	April	July

Performance Objective 2 ☑ HB3 Goal

STAAR/EOC Performance (60% or higher "Meets Grade Level")

Evaluation Data Source: PLC Meetings, Data Digs, Benchmarks, Previous STAAR

Strategy 1

HQIM Implementation: Use High-Quality Instructional Materials (HQIM) with adherence to district provided scope and sequence for systematic, explicit instruction across all subjects.

PLC Internalization: Utilize Professional Learning Communities (PLCs) to internalize lessons, specifically identifying key concepts within TEKS specificity, potential student barriers, and necessary instructional scaffolds.

Data-Driven Response: Use student data and high-yield instructional strategies to monitor progress and adjust instruction in real-time.

Text-Based Instruction: Ensure Reading Language Arts (RLA) instruction (speaking and writing) is grounded in text evidence to support critical thinking and use of academic language.

Strategy's Expected Result/Impact: A sustained increase in student academic achievement, narrowed performance gaps, and elevated grade-level mastery across all content areas through highly responsive, evidence-based classroom instruction.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program Coordinator, Instructional Specialist, Campus Administration, Teachers

Funding Sources: Instructional Materials Allotment, , Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Implement a strategic, data-informed professional learning system that strengthens instructional practice and improves student outcomes.

Strategy's Expected Result/Impact: 100% of district and campus professional learning will demonstrate alignment to a least one identified district or campus instructional priority, student performance need, or trend identified through TTESS and walkthrough data.

Staff Responsible for Monitoring: Campus and district administration, Academic Services team

Funding Sources: ESC 13 Professional Services for JH Math and Secondary ELAR Title II Funds, $16,800

Formative Reviews

October	January	April	July

Performance Objective 3 ☑ HB3 Goal

Early Literacy & Math (HB 3 - 5% Proficiency Increase)

Evaluation Data Source: NWEA, Small Groups, Benchmarks, TXKEA

Strategy 1

Foundational Skills: Provide explicit, systematic instruction in foundational literacy skills and mathematical fluency to ensure students master key concepts in grades K-2.

Vertical Alignment: Conduct vertical team meetings to align TEKS, teaching strategies, and academic vocabulary across grade levels.

Family Partnerships: Provide families with resources that outline grade-level proficiencies so they can model skills and fluency at home.

Strategy's Expected Result/Impact: Systematic K-2 foundational instruction, vertically aligned TEKS implementation, and active family partnerships will ensure early mastery of core literacy and math skills. This unified strategy eliminates learning gaps, builds seamless cross-grade academic vocabulary, and empowers parents as co-educators--driving sustained grade-level proficiency and significantly reducing the need for upper-grade academic intervention district-wide.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Program Coordinator, Instructional Specialist, Campus Staff

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Performance Objective 4

CCMR (88% target) and Graduation Rate (95%)

Evaluation Data Source: TAPR, Xello, CCMR Data Meetings

Strategy 1

Advanced Academics Expansion: Increase opportunities for advanced academics and specialized courses to ensure students can demonstrate college and career readiness.

Program Strengthening: Utilize Athletics, Fine Arts, and CTE Advisories to evaluate and strengthen programs that prepare students for postsecondary success.

Career Readiness Monitoring: Track student progress toward postsecondary career offers, military appointments, and college scholarships.

Strategy's Expected Result/Impact: Expanding advanced academics alongside strengthened CTE, fine arts, and athletic programs will broaden student access to rigorous postsecondary pathways. Active tracking of student milestones will ensure higher rates of college acceptances, military appointments, career credentials, and scholarship awards, directly driving elevated district-wide college and career readiness.

Staff Responsible for Monitoring: Chief Academic Officer, CCMR Director, Secondary Academic Dean, Instructional Program Coordinator, Instructional Specialist.

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Performance Objective 5

The district will continue to improve outcomes of students in the special education settings by increasing teacher effectiveness and student IEP goal progress.

Evaluation Data Source: walkthroughs, observations, T-TESS, Functional Academics rubrics and checklists, IEP progress reports

Strategy 1

Special education settings will utilize Autism research-based practices and foundational literacy curriculum to increase student outcomes in the area of behavior and literacy.

Strategy's Expected Result/Impact: increased mastery of IEP goals and increased student independence

Staff Responsible for Monitoring: Executive Director of Student Support Services, Principals, Behavior Specialists

Formative Reviews

October	January	April	July

Performance Objective 6

Implement and Monitor the New District Dual Language One-Way Immersion Program

Strategy 1

Develop a long-term implementation plan that addresses future growth and ensures adequate resources for all emergent bilingual students in the dual language program.

Strategy's Expected Result/Impact: The district will implement the Dual Language One-Way Immersion 90/10 model classes provided for pre-kindergarten and kindergarten beginning with the 2026-27 school year. An additional grade level classroom offering will be added yearly through the 31-32 school year.

Formative Reviews

October	January	April	July

Strategy 2

The district Bilingual team will meet bi-weekly to review student progress and student needs.

Strategy's Expected Result/Impact: Maintain student records and progress. Provide resources to meet student needs.

Staff Responsible for Monitoring: Principal, Bilingual Specialists, Instructional Program Coordinator, and the Chief Academic Officer

Formative Reviews

October	January	April	July

Strategy 3

The Elementary campus will transition to all communication and insignia provided in Spanish and English to create and maintain compliance for the Dual Language One-Way Immersion program requirements.

Strategy's Expected Result/Impact: All parents and students will receive communication in their native language and the campus will maintain an inclusive environment.

Staff Responsible for Monitoring: Principal and Bilingual Specialists

Formative Reviews

October	January	April	July

Strategy 4

The district will utilize PreLAS and LASLinks to monitor the academic language proficiency progress of students in the Dual Language One-Way Immersion program.

Strategy's Expected Result/Impact: The 26-27 school year will serve as baseline data. Students will show 10% academic language proficiency growth in Spanish starting in the 27-28 school year.

Staff Responsible for Monitoring: Dual Language Teachers, Bilingual Specialist, Principal

Formative Reviews

October	January	April	July

Performance Objective 7

Elevate student academic growth across all grade levels through targeted professional development designed to expand Blended Learning environments and integrate Writing Across the Curriculum (WAC) across all content areas.

Evaluation Data Source: Administrative walkthrough calibration data, benchmark growth, and state assessment results.

Goal 3

Maximizing Co-Curricular and Extra-Curricular Opportunities, Performance, and Student and Parent Engagement.

Academic Success in College, Career, & Military Readiness (CCMR)

Performance Objective 1

District Cornerstone 3: Parent and Community Engagement

The district will continue to promote communications between home, school, parents, staff, and the community. We will identify and implement new communication tools to enhance our communication efforts including ParentSquare, the district website and social media channels.

Evaluation Data Source: Delivery and engagement data

Strategy 1

Utilize Skyward to maintain communication on grading and student progress in the classroom.

Strategy's Expected Result/Impact: Tx Connect Use and parent registration. Foster communication about student performance to parents.

Staff Responsible for Monitoring: PEIMS Coordinator, Campus Principals, Chief Academic Officer, Counselors

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Maintain an updated calendar of events on the district website and promote community and parent involvement events through Parent Square, Social Media, and School Marquees: such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night.

Strategy's Expected Result/Impact: Maintain communication with the Community and Parents concerning events calendar; campus community offerings; parent and community events.

Staff Responsible for Monitoring: Principals, Director of Communication

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 3

Ensure Title I parent meetings are held annually to meet Title requirements.

Strategy's Expected Result/Impact: Meet federal requirements.

Staff Responsible for Monitoring: Campus Principals, Chief Academic Officer

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 4

Revise and maintain a comprehensive parent and community involvement plan.

Strategy's Expected Result/Impact: Ensure the district maintains strong parental and community involvement.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Program Specialists

Formative Reviews

October	January	April	July

Strategy 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Program Specialists

Formative Reviews

October	January	April	July

Strategy 6

Use the district website, Parent Square, and press releases to inform parents, staff, and community stakeholders of district updates, board action, bond elections/updates, etc. to offer access to district information to allow for financial transparency and accountability.

Strategy's Expected Result/Impact: Promote Communication

Staff Responsible for Monitoring: Director of Communication

Formative Reviews

October	January	April	July

Strategy 7

Implement the use of a single sign on process for parents to access student information, data and grades using a single password and one communication system.

Strategy's Expected Result/Impact: Ease parent access to student information and communication with the district.

Staff Responsible for Monitoring: PEIMS Coordinator and Campus PEIMS Clerks

Formative Reviews

October	January	April	July

Strategy 8

Provide all district communications in languages other than English as appropriate.

Strategy's Expected Result/Impact: Provide consistent communications to all stakeholders.

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	April	July

Performance Objective 2

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

Evaluation Data Source: Course offering, Extra-curricular activities, After-school clubs and Parent and Community survey results.

Strategy 1

Provide STEM activities for students at the 4-8 grade levels to further support identified GT students.

Strategy's Expected Result/Impact: Build STEM skills such as a robotics program to support higher level and critical thinking skills.

Staff Responsible for Monitoring: Chief Academic Officer, GT Program Specialist

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Assess existing programs and determine if growth within the district warrants the need for expansion of programming.

Strategy's Expected Result/Impact: Expansion of Extracurricular, Co-Curricular, UIL and Academic programs.

Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Campus Principals

Formative Reviews

October	January	April	July

Strategy 3

Expand opportunities that challenge students and provide leadership development.

Strategy's Expected Result/Impact: Increase extracurricular opportunities through clubs (Broadcasting), CTSOs (FFA, HOSA, SkillsUSA), and competitions (Cyberpatriots, Robotics & eSports) in high interest areas. Increase middle school courses for high school credit at the junior high.

Staff Responsible for Monitoring: Campus Principals, Academic Dean, CTE Director, Counselors

Formative Reviews

October	January	April	July

Performance Objective 3

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: Collaborative partnerships, Counseling services offered, Home-bound program, homeless program and Cooperative partnerships with ESC Region 20, SEL Panther Promise Program, Communities in Schools.

Strategy 1

Allocate funding and resources to support homeless and/or unaccompanied youths within the district to ensure academic achievement of all students.

Strategy's Expected Result/Impact: Support families and students to maintain a solid school environment.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Maintain Memorandum of Understanding with community resources such as Connections, Any Baby Can, MHMR, Bluebonnet Trails and others to support counseling needs.

Strategy's Expected Result/Impact: Support mental health and support services for families, students, parents and the Navarro ISD community.

Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, School Counselors

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 3

Conduct a review of the district's Crisis Management Plan and make adjustments as needed.

Strategy's Expected Result/Impact: Revised Crisis Management System.

Staff Responsible for Monitoring: Superintendent, Director of Operations, Chief Academic Officer, Campus Principals, Counselors

Formative Reviews

October	January	April	July

Strategy 4

Seek Partnerships for student/family programs that support mental health and wellness.

Strategy's Expected Result/Impact: Partnerships to support community and student needs.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Counselors

Formative Reviews

October	January	April	July

Strategy 5

Create a district-wide strategic and systemic student support plan designed to improve student wellness, academic performance, and the participation in postsecondary education that ensures consistent programming, supports student growth from one grade level to the next, and is aligned to The Texas Model for Comprehensive School Counseling Program.

Strategy's Expected Result/Impact: Increase in usage of counseling curriculum resources, such as Xello & Everfi, that encompasses skills such as soft skills, mental health, communication skills, goal setting, and college and career goals throughout schooling in all grades. Develop digital individualized 4-year Personal Graduation Plans (PGPs). Ensure graduation plans reflect student interests and career goals.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Secondary Counselors

Formative Reviews

October	January	April	July

Performance Objective 4 ✓ HB3 Goal

The district will promote college and career readiness across all campuses as evidenced by district activities, CTE industry based certifications offered at the HS level, College TSI scores, Military enlistment, CTE Coherent Course sequencing of courses and career exploration. (transition to new CCMR state requirements)

Evaluation Data Source: 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.

Strategy 1

Provide events for students and/or parents to increase awareness of college and career options and assist students with the first step in reaching their post-secondary goals before graduation.

Strategy's Expected Result/Impact: Increase events such as Expos, College Night, FAFSA Assistance ,and Job Fairs, where students can build a foundation for college and career readiness. Increase field trips and work-based learning opportunities with local industry.

Staff Responsible for Monitoring: Campus Principals, CTE Program Director, Academic Dean, Campus Counselors, CCMR Advisor

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Create a district-wide K-12 College & Career Readiness Plan that ensures students are fully informed about careers, set goals, and work toward achieving their goals before graduation.

Strategy's Expected Result/Impact: Have all students take Career Interest Surveys annually (Xello). Increase awareness among students concerning future jobs, goals, schools, and career pathways. Increase community and classroom presentations. Increase in CCR curriculum tools, such as Xello, Ascender Graduation Plan, and other online tools to highlight a college and career pathways at all grade levels. Increase in embedded activities related to CCMR in instruction.

Staff Responsible for Monitoring: Campus Principals, CTE Program Director, Campus Counselors

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 3

Expand Dual Credit and Advanced Placement opportunities at the Secondary Level.

Strategy's Expected Result/Impact: Increase AP, Dual Credit, and P-TECH Program course offerings to students. Increase enrollment in advanced courses to include special populations students. Collaborate with post-secondary institutions and industry workforce leaders. Increase participation achievement in AP courses and Dual credit offerings; Support College and Career readiness. Build programs to support students beyond graduation.

Staff Responsible for Monitoring: Campus Principals, Academic Dean, Counselors, CTE Program Director

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 4

Implement program for SAT/ACT/ TSI and PSAT Preparation program for the district.

Strategy's Expected Result/Impact: Increase student performance on SAT, ACT, PSAT and TSI.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Academic Dean, Counselors

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 5

Develop a plan for increasing Program of Study pathways that align with industry-based certifications, local workforce needs, and student interests.

Strategy's Expected Result/Impact: Increase opportunities for students to obtain industry certifications and obtain skills to support career choices after graduation. Collaborate with Area Chamber of Commerce, Economic Development Corporation, workforce, post-secondary institutions and industry personnel through advisory committees to identify workforce needs. Collect data on program interests from students, parents and the community. Update all Programs of Study and IBCs in accordance with state revisions. Increase recruitment efforts and highlighting programs with employees in non-traditional fields, by having program booths at community events, distributing marketing materials for programs, and having current program students present to K-8 parents and students.

Staff Responsible for Monitoring: CTE Program Director, CCMR Advisor

Formative Reviews

October	January	April	July

Strategy 6

Develop partnerships with workforce and local area industry leaders to increase work-based learning opportunities, to best support graduates going into the workforce, and to support are local job market.

Strategy's Expected Result/Impact: Increase enrollment in Paid Practicum and Career Preparation for Program of Study courses. Continue to collaborate with Seguin EDC to host a Career Fair, Youth Expo, Job Shadowing, and Industry Signing Day. Increase exposure to job fields through field trips, simulated labs, mentorships, etc. Increase MOU work-based learning agreements with industry partners.

Staff Responsible for Monitoring: CTE Program Director, CCMR Advisor

Formative Reviews

October	January	April	July

Strategy 7

Enhance college and career counseling at the junior high and high school levels to guide students in selecting high school courses, career pathways, endorsements, and testing that align with their college or career goals.

Strategy's Expected Result/Impact: Increase support for students and families in preparing for college, careers, pathways and post graduation readiness.

Staff Responsible for Monitoring: Academic Dean, Counselors, CCMR Advisor, CTE Program Director

Formative Reviews

October	January	April	July

Strategy 8

Develop a digital individualized 4-year Personal Graduation Plans (PGPs) for each 8th grader that lists all required coursework, including courses required for their Program of Study for endorsements. PGPs are revisited throughout high school during annual advisement and course selections.

Strategy's Expected Result/Impact: Ensure students are meeting college and career readiness goals.

Staff Responsible for Monitoring: CTE Program Director, Academic Dean, Counselors

Formative Reviews

October	January	April	July

Strategy 9

Provide TSI testing for all students during the Junior year of High School

Strategy's Expected Result/Impact: TSI college ready testing for all students.

Staff Responsible for Monitoring: Campus Principal, Academic Dean, CCMR Advisor, Counselors

Formative Reviews

October	January	April	July

Strategy 10

Implement an ACT/SAT practice and support program for students in the Junior and Senior year within the regular school day or extended day programs for students.

Strategy's Expected Result/Impact: Improved SAT/ACT Scores, enhanced college readiness for all students.

Staff Responsible for Monitoring: Chief Academic Officer Academic Dean, Campus Principal, Academic Dean, Counselors

Formative Reviews

October	January	April	July

Strategy 11

Utilize an internal system of tracking CCMR progress of all students.

Strategy's Expected Result/Impact: Increase the number of students who are meeting college and career readiness goals. CCMR Leadership Committee will meet often to identify students who are not meeting CCMR goals and identify a plan of action and resources needed for reaching student goals.

Staff Responsible for Monitoring: CTE Program Director, Academic Dean, CCMR Advisor, Counselors

Formative Reviews

October	January	April	July

Performance Objective 5

The district will promote enhanced participation and achievement in the Fine Arts with a goal of earning at least (1) state / national distinction in a fine arts content area for the 26 - 27 school year.

Evaluation Data Source: Data, awards, and distinctions offered from the following sources:
TAEA (Texas Art Educators Association)
NAMM (National Association of Music Merchants)
UIL (University Interscholastic League)
TMEA (Texas Music Educators Association)
TxETA (Texas Educational Theatre Association)
Texas Thespians
TDEA (Texas Dance Educators Association)

Strategy 1

With collaboration between the Director of Fine Arts and teachers in each fine arts content area, data will be collected throughout the school year to be measured against supplied rubrics from each professional organization. Teachers will promote and support student participation in both competitive and community events that showcase the fine arts with the goal of increasing participation and achievement.

Strategy's Expected Result/Impact: Navarro ISD will earn at least (1) state / national distinction in a fine arts content area during the 25 - 26 school year.

Staff Responsible for Monitoring: Director of Fine Arts

Formative Reviews

October	January	April	July

Goal 4

Planning, Preparing, and Maintaining Facilities and Environments for Learning

The district will continuously monitor and assess facility needs to ensure safe and healthy learning environments for all students, addressing these needs based on potential growth, safety, and security.

Performance Objective 1 ☑ High Priority

Execute the long-range facilities plan that addresses future growth and ensures adequate space for all students and continue refinement based on facilities assessment.

Evaluation Data Source: Designated Fund Balance Project, Demographics Study, Completed District Improvements, TASB Facilities Report and Replacement Plan

Strategy 1

Create a task force consisting of district leaders, community members, and urban planners to draft a facilities master plan that projects growth over the next 5-10 years.

Strategy's Expected Result/Impact: The district will monitor and assess facility needs and address those needs based on potential growth, safety and security.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

October	January	April	July

Strategy 2

Work with the District Facilities Planning Committee to develop a prioritized plan for facilities growth based on community input and campus needs, including items such as expansion of facilities associated with Fine Arts, Career and Technology Education, Athletics, etc.

Strategy's Expected Result/Impact: Planning documents to outline future needs of the district as facilities are planned for future growth and development.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

October	January	April	July

Performance Objective 2 ☑ High Priority

The district will continue to provide safe and healthy learning environments for all students.

Evaluation Data Source: Safety and Security annual evaluation and audits

Strategy 1

Utilize SmartPass to manage and account for students throughout district campuses, providing staff with real-time visibility of student locations and improving student accountability and campus safety.

Strategy's Expected Result/Impact: Improve student accountability, reduce unauthorized student movement, and enhance staff awareness of student locations during the instructional day.

Staff Responsible for Monitoring: Director of Communication, Director of Operations

Formative Reviews

October	January	April	July

Strategy 2

Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to: Alice, lock-downs, tornado/weather, and fire

Strategy's Expected Result/Impact: Ensure safety and security of students, staff and campuses

Staff Responsible for Monitoring: Campus administration, Director of Operations

Formative Reviews

October	January	April	July

Strategy 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.

Strategy's Expected Result/Impact: Meet state guidelines, maintain healthy learning environment for students. ensure community support and input into student health and wellness programs.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

October	January	April	July

Strategy 4

Participate in Red Ribbon week and other campus-based drug, bullying, and suicide prevention awareness activities.

Strategy's Expected Result/Impact: Promote drug free, bullying and suicide prevention among students of all ages.

Staff Responsible for Monitoring: Campus counselors

Formative Reviews

October	January	April	July

Strategy 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.

Strategy's Expected Result/Impact: Promote healthy life choice for students.

Staff Responsible for Monitoring: Counselors; SHAC; Food Services Coordinator

Formative Reviews

October	January	April	July

Strategy 6

Provide clean, safe, and well-maintained learning environments through effective custodial services, preventative maintenance, and timely completion of facility work orders.

Strategy's Expected Result/Impact: Maintain safe, sanitary, and functional district facilities while reducing deferred maintenance and minimizing disruptions to the learning environment.

Staff Responsible for Monitoring: Director of Operations

Formative Reviews

October	January	April	July

Strategy 7

Address cyber-bullying and internet safety with all students through an annual district campaign and Technology Applications class lessons.

Strategy's Expected Result/Impact: Documented lessons plans for K-12 Technology Applications classrooms from Learning.com vertically aligned to ensure internet safety is taught on an age-appropriate, consistent basis.

Staff Responsible for Monitoring: Director of Technology, Instructional Technologists, Chief Academic Officer, Campus Principals

Formative Reviews

October	January	April	July

Strategy 8

Comply with all CIPA (Children's Internet Protection Act) requirements.

Strategy's Expected Result/Impact: Meet federal guidelines for student online safety and security.

Staff Responsible for Monitoring: Director of Technology

Formative Reviews

October	January	April	July

Strategy 9

Conduct a safety and security audit concerning emergency procedures and drills on a three year cycle.

Strategy's Expected Result/Impact: Ensure all possible measures are being examined in order to provide for a safe and secure learning environment.

Staff Responsible for Monitoring: Director of Operations

Formative Reviews

October	January	April	July

Strategy 10

Partner with the Guadalupe County Sheriff's Office to implement and maintain a School Resource Officer (SRO) program that provides dedicated law enforcement presence, supports campus safety and emergency response, and strengthens coordination between the district and local law enforcement.

Strategy's Expected Result/Impact: Provide a consistent law enforcement presence across Navarro ISD campuses, enhance emergency preparedness and response, strengthen relationships between students, staff, and law enforcement, and maintain a safe and secure learning environment.

Staff Responsible for Monitoring: Superintendent, Director of Operations

Formative Reviews

October	January	April	July

Strategy 11

Participate in coordinated emergency preparedness activities with local and county emergency response agencies, including tabletop exercises and active threat exercises, to strengthen district emergency response capabilities.

Strategy's Expected Result/Impact: Improve district preparedness, interagency coordination, communication, and response capabilities during emergency and active threat situations.

Staff Responsible for Monitoring: Superintendent; Director of Operations

Formative Reviews

October	January	April	July

Strategy 12

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.

Strategy's Expected Result/Impact: Ensure the safety and security of campus and district sites.

Staff Responsible for Monitoring: Superintendent, Director of Operations, Secretaries

Formative Reviews

October	January	April	July

Strategy 13

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, Dating Violence, Suicide Prevention Training, Sexual Harassment in the Workplace, Reporting of Neglect or physical abuse, and Blood Borne Pathogens Education.

Strategy's Expected Result/Impact: Meet state and federal training requirements.

Staff Responsible for Monitoring: Director of Human Resources, Chief Academic Officer, Campus Principals

Formative Reviews

October	January	April	July

Strategy 14

Activate the Mental Health Assessment Team as needed to respond to district needs.

Strategy's Expected Result/Impact: Maintain the assessment team to review potential issues as related to student safety and security.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

October	January	April	July

Strategy 15

Annually review, evaluate, and update the district's Emergency Operations Plan (EOP) and associated annexes in coordination with guidance from the Texas School Safety Center and other applicable state agencies to ensure alignment with state safety requirements, identified district needs, exercises, drills, audits, and emerging best practices.

Strategy's Expected Result/Impact: Maintain a current, compliant, and effective Emergency Operations Plan that meets applicable state requirements, provides clear guidance to district personnel, and supports a coordinated response to emergencies and other critical incidents.

Staff Responsible for Monitoring: Superintendent, Director of Operations

Formative Reviews

October	January	April	July

Strategy 16

Continue to support the Training for Teachers,Staff, and Students on the ALICE protocol for Active Shooters.

Strategy's Expected Result/Impact: Provide students and staff with the necessary training to and resources to increase safety measures in the event of a shooting incident.

Staff Responsible for Monitoring: Superintendent, Director of Operations

Formative Reviews

October	January	April	July

Strategy 17

Train all faculty/staff and students in grades 7th-12th on Stop the Bleed annually.

Strategy's Expected Result/Impact: Ensure that all faculty and staff are able to access and utilize a Stop the Bleed kit in the event of an emergency. Ensure that students in grades 7-12 are trained annually based on state requirements.

Staff Responsible for Monitoring: Superintendent, Director of Operations

Formative Reviews

October	January	April	July

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: Progress on meeting the goals outlined in the Long Range Plan for Technology for Navarro ISD.

Strategy 1

Install, maintain, enhance or replace as necessary intra-campus and inter-campus connectivity, including cabling, networking equipment and wireless access.

Strategy's Expected Result/Impact: Increased access, reliability and support of network access and wireless communication for district and student devices.

Staff Responsible for Monitoring: Director of Technology

Funding Sources: Local Funds, , E-Rate Funds,

Formative Reviews

October	January	April	July

Strategy 2

Maintain and review minimum guidelines and standards for network and classroom infrastructure, hardware purchases, implementation , maintenance and replacement.

Strategy's Expected Result/Impact: Ensure classroom technology and network technologies are in alignment to support consistency in maintenance of service, replacement of equipment and support for training.

Staff Responsible for Monitoring: Director of Technology

Funding Sources: CTE Funds, , SPED Funds, , E-Rate Funds, , Local Funds,

Formative Reviews

October	January	April	July

Strategy 3

Identify and maintain recommended systems for a district wide backup storage and security.

Strategy's Expected Result/Impact: Nightly backup processes for business operations and critical district data.

Staff Responsible for Monitoring: Systems Administrator

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 4

Maintain support of the district wide network and emergency power solution.

Strategy's Expected Result/Impact: Maintain an operable and reliable network system for all end users.

Staff Responsible for Monitoring: Network Administrator

Funding Sources: E-Rate Funds, , Local Funds,

Formative Reviews

October	January	April	July

Strategy 5

Maintain existing district wide security measures for technology, technology systems, and provide additional supports as identified.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Network and Systems Administrator

Funding Sources: E-Rate Funds, , Local Funds,

Formative Reviews

October	January	April	July

Strategy 6

Provide necessary human resources to facilitate technology as an integral part of administration and instructional systems.

Strategy's Expected Result/Impact: Maintenance of Human Resources to support the integrity of district systems, address maintenance and support issues, provide training in use of district systems, and improve the seamless use and maintenance of network and end user devices.

Staff Responsible for Monitoring: Director of Technology

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 7

Maintain support and resources for 1:1 technology devices for students Grades PreK-12 and all classroom teachers.

Strategy's Expected Result/Impact: Support student college and career readiness. Promote the integration and appropriate use of technology.

Staff Responsible for Monitoring: Director of Technology

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 8

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.

Strategy's Expected Result/Impact: Provide consistent outline of technology needs, accomplishments and budgetary items for long term planning.

Staff Responsible for Monitoring: Director of Technology

Formative Reviews

October	January	April	July

Strategy 9

Conduct a network security audit for potential vulnerabilities within system security.

Strategy's Expected Result/Impact: Network Schematic and upgraded security for system data.

Staff Responsible for Monitoring: Network Administrator

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 10

Maintain a Mobile Device Management (MDM) system that will enable us to secure and control desktop computers, laptops, tablets, and network hardware remotely.

Strategy's Expected Result/Impact: 1. Deploy software
2. Troubleshoot systems remotely and securely
3. Optimize the usage of software licenses
4. Secure your endpoints from cyber attacks
5. Manage and monitor mobile devices
6. Image and deploy Operating Systems

Staff Responsible for Monitoring: Systems Administrator

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 11

Complete and implement the Navarro ISD Cybersecurity Policy.

Strategy's Expected Result/Impact: Ensure network and cyber security for district systems.

Staff Responsible for Monitoring: Network Administrator; Director of Technology; Systems Administrator

Formative Reviews

October	January	April	July

Strategy 12

Develop and Implement a District Wide AI policy.

Strategy's Expected Result/Impact: Implement an AI policy that protects student data while enhancing staff productivity.

Staff Responsible for Monitoring: Director of Technology, Instructional Technologist

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Performance Objective 4

The district will continue to implement sound accounting and management practices.

Evaluation Data Source: FIRST Rating, Positive Fund Balance, Balanced Budget

Strategy 1

Complete and independent financial audit with no exceptions or management issues.

Strategy's Expected Result/Impact: Satisfactory audit report and verification of sound financial practices.

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 2

Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations.

Strategy's Expected Result/Impact: Superior First Rating

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 3

Prepare the yearly budget with five year revenue assumptions and projections.

Strategy's Expected Result/Impact: Adopted budget with revenue assumptions and projections.

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 4

Post budget, check register, audit and financial reports on the district website.

Strategy's Expected Result/Impact: Communicate the financial status of the district to all stakeholders to provide transparency. Illustrate the district's ability to balance and effectively manage finances.

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 5

Designate at least one penny ($85,000) of tax rate to expected maintenance repairs/equipment.

Strategy's Expected Result/Impact: Allocate funding to support repairs and maintenance of district facilities and equipment.

Staff Responsible for Monitoring: Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 6

Evaluate future refinancing opportunities of district debt service yearly.

Strategy's Expected Result/Impact: Decrease deb schedule

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 7

Review the lag in current year values with School Board members annually to maintain compliance with HB 3 indicators added to the FIRST rating system.

Strategy's Expected Result/Impact: The District will meet Indicator 20 of the FIRST rating scale.

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Strategy 8

Research future Bond structure proposals to address growth and future needs for the district. Work with appropriate financial and marketing planners to provide information concerning Bond capacity for growth and expansion.

Strategy's Expected Result/Impact: Identify Bond capacity and taxation capacity for planning and issuance of bonds to address district growth. Provide a bond proposal to the community for growth needs.

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer

Formative Reviews

October	January	April	July

Performance Objective 5

The Transportation Department will utilize the demographer report to plan for increased fleet needs based on increased student enrollment. This information will guide needs for future fleet purchases and allow for budget planning to acquire new equipment and update existing vehicles to meet Federal and State guidelines.

Evaluation Data Source: Mileage Logs, Demographer Reports, Fleet Data Sheets, Replacement and Growth Plan, and Maintenance Invoices

Strategy 1

Evaluate the student tracking data software system to monitor routes and potential need for future staffing.

Strategy's Expected Result/Impact: Accurate student ridership and tracking

Staff Responsible for Monitoring: Director of Transportation

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Strategy 2

Purchase additional buses and update the current fleet to be compliant with state safety mandates and to keep up with the established replacement cycle. (Improvement - analyze the data of expansion and growth - improving the capacity of our fleet)

Strategy's Expected Result/Impact: Expansion of fleet and safety updates as needed.

Staff Responsible for Monitoring: Director of Transportation

Funding Sources: Local Funds,

Formative Reviews

October	January	April	July

Performance Objective 6

Utilize the field trip report/staff vehicle request to plan for increased white fleet needs based on previous requests. (combine with other goal)

Evaluation Data Source: Mileage Logs, Field Trip Reports

Strategy 1

Allocate funding for additional white fleet vehicles

Strategy's Expected Result/Impact: Increased whitre fleet based on the needs of the district

Staff Responsible for Monitoring: Director of Transportation

Formative Reviews

October	January	April	July

Goal 5 Obtaining and Maintaining Top Rated District Recognition

Performance Objective 1

Implement an expansion of the Advanced Academics programs at the Junior High and High School.

Evaluation Data Source: Advanced Academics and GT related classroom offerings, materials and courses; Master schedules.

Strategy 1

Strategic Planning: Implement a comprehensive UIL strategic plan for Academics, Athletics, and Fine Arts to boost participation and competitive success.

Participation Growth: Target a 10% increase in student participation for both individual and team events.

Strategy's Expected Result/Impact: Implementing a structured UIL strategic plan across Academics, Athletics, and Fine Arts will drive a 10% increase in student participation across individual and team events. This expanded involvement will deepen student engagement, develop well-rounded skills, and elevate district-wide competitive achievement and recognition at regional and state levels.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Academic Dean, Instructional Program Coordinator, Instructional Coaches.

Formative Reviews

October	January	April	July

Performance Objective 2

College Readiness (5% increase in ACT/SAT/AP scores)

Evaluation Data Source: ACT, SAT, AP, College Board Reports, TAPR

Strategy 1

Curriculum Rigor: Sustain a high-quality curriculum that challenges all students to reach their full potential and meet college readiness benchmarks.

Enrollment Targets: Drive toward a 40% enrollment rate in advanced academics and specialized courses to meet state recommendations.

Strategy's Expected Result/Impact: Sustaining curriculum rigor while achieving a 40% enrollment rate in advanced academics will expand equitable access to high-level coursework district-wide. This strategy will challenge all students to reach their full potential, raise college readiness benchmark performance, and align the district directly with state recommendations for postsecondary preparation.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program Coordinator, Academic Dean, Principals, Counselors

Formative Reviews

October	January	April	July

Performance Objective 3

State Distinctions

Evaluation Data Source: STAAR, TAPR, TEAL, Benchmarks, Progress Monitoring Check-ins

Strategy 1

Focused Leadership: Use "Tuesday Tours" and "Campus Checkpoints" as the primary method for the Superintendent and leaders to monitor campus improvement efforts.

Collaborative Accountability: Foster a culture of collaboration through quarterly leadership participation in PLC and Instructional Leadership Team (ILT) meetings.

Resource Alignment: Regularly update the cycle for refreshing supplies and resources to ensure all programs have the necessary tools for academic growth.

Professional Development - Targeted to intervention strategies that help close academic gaps.

Strategy's Expected Result/Impact: Visible leadership monitoring through regular campus checkpoints, paired with executive participation in PLCs and ILTs, fosters a culture of collaborative accountability. Coupled with timely resource alignment, this ensures all campuses receive immediate support and modern tools--driving instructional consistency, strong operational alignment, and sustained academic growth district-wide.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program Coordinator, Campus Administration, Academic Dean, Instructional Specialist

Formative Reviews

October	January	April	July

Performance Objective 4

The special education department will maintain 100% district compliance in State Performance Plan Indicators to maintain Level 1 status in Results Driven Accountability.

Evaluation Data Source: All state performance plan indicator data, including evaluation timelines, transition plans, and Child Outcome Summary Forms

Strategy 1

The district special education team will meet weekly to review timelines and students needs as well as stay up to date on legal framework.

Strategy's Expected Result/Impact: maintain 100% compliance

Staff Responsible for Monitoring: Executive Director of Student Support Services, Special Education Assessment Team

Formative Reviews

October	January	April	July

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,285,665.00

Total FTEs Funded by SCE: 7.25

Brief Description of SCE Services and/or Programs

Alternate Education Program for at-risk students, Targeted Instruction and classroom supports, Tier II and Tier III Intervention Teachers Credit Recovery Program, Summer School Programming

Personnel for District Improvement Plan

Name	Position	FTE
Brigid Wozniak	Teacher's Aide	0.5
Katie Malik	Behavior Support Teacher	0.5
Kayle Arlaus	ESL Instructional Specialist	1
Keli Seidel	Reading Intervention Teacher	1
Kiomi Hernandez	Communities In Schools	1
Kristi Monkerud	Reading Intervention Teacher	1
Leticia Miller	ESL Instructional Specialist	1
Nikki Gresham	Teachers Aide	0.5
Tracey Guetzke	Behavior Support Teacher	0.5
Yari Herrera	Teacher's Aide	0.25

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

To address **Section 1112(b)(1)(A) [1.1]** of the ESSA Title I, Part A LEA Plan, the response must articulate how the district tracks student growth, ensures access to a well-rounded curriculum, and meets the needs of all learners.
Below is a complete, district-ready response tailored for federal grant compliance and aligned with key district initiatives (such as Blended Learning, Writing Across the Curriculum, and calibrated instructional monitoring).
Section 1112(b)(1)(A) [1.1] Response
The LEA will monitor students' progress toward meeting the challenging State academic standards through a multi-tiered evaluation system supported by a high-quality, well-rounded instructional program.
1. Comprehensive Progress Monitoring & Assessment Systems
To ensure all students make continuous academic growth, the LEA utilizes a balanced assessment framework to track performance in real-time and make timely instructional adjustments:

- **Universal Screeners & Diagnostic Assessments:** Administering NWEA MAP growth assessments three times per year (Beginning, Middle, and End of Year) in Reading and Math to establish baseline performance, identify learning gaps, and measure individual growth trajectories.
- **District Benchmarks & Formative Assessments:** Conducting curriculum-based assessments (CBAs) and STAAR/EOC interim benchmarks to monitor mastery of essential state standards (TEKS).
- **Data-Driven PLCs:** Mandating weekly Professional Learning Communities (PLCs) where teachers analyze assessment data, track student growth by student group, and plan targeted acceleration or reteaching strategies.

2. Implementation of a Well-Rounded Program of Instruction
The LEA guarantees all students—including economically disadvantaged, English Learners, special education, and at-risk populations—have access to a broad, rigorous curriculum that fosters critical thinking and engagement:

- **Cross-Curricular Literacy (Writing Across the Curriculum - WAC):** Integrating daily short and extended constructed response opportunities in non-ELAR subjects (Math, Science, Social Studies) to deepen conceptual understanding and strengthen literacy performance on state assessments.
- **Blended Learning & Personalized Instruction:** Utilizing blended learning station rotations, adaptive digital learning platforms, and small-group guided instruction to differentiate learning based on real-time student data.
- **Expanded Enrichment & Elective Offerings:** Offering robust Career and Technical Education (CTE) pathways, Advanced Placement (AP)/Dual Credit courses, Fine Arts, Gifted & Talented (GT) services, and STEM learning opportunities to ensure holistic student development.

3. Instructional Leadership, Fidelity, and Walkthrough Calibration
To ensure high-quality core instruction is delivered consistently across all campuses, district and campus administrators maintain a structured monitoring protocol:

- **Calibrated Walkthroughs:** Conducting regular joint classroom walkthroughs using calibrated T-TESS observation tools to evaluate the fidelity of Blended Learning environments, WAC implementation, and student engagement.
- **Targeted Leadership Coaching:** Utilizing leadership coaching frameworks to support principals and instructional coaches in analyzing campus-wide observation data and providing immediate, actionable feedback to teachers.

4. Multi-Tiered System of Supports (MTSS) & Intervention

- **Tiered Academic Interventions:** Students performing below grade level receive immediate, research-based interventions embedded into the daily schedule or through accelerated instruction plans.
- **Progress Tracking for Subgroups:** District and campus leadership disaggregate data continuously to monitor the academic progress of special populations, ensuring equity and closing achievement gaps in alignment with state performance standards.

1.2 Identifying students who may be at risk for academic failure;

Navarro ISD identifies students at risk for academic failure using a data-driven Early Warning System aligned with Texas Education Code (§29.081) and federal guidelines. Universal screeners, including NWEA MAP assessments and STAAR/EOC performance, are analyzed alongside real-time SIS attendance, discipline, and course grade data. Student profiles are continuously evaluated against state at-risk indicators such as STAAR non-mastery, grade retention, Emergent Bilingual status, and housing instability. Collaborative PLC and Student Support Team data reviews ensure struggling learners are identified early and connected directly to targeted MTSS interventions before academic failure occurs.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Navarro ISD strengthens academic programs and optimizes learning conditions through the strategic integration of Blended

Learning models and Writing Across the Curriculum (WAC) routines across all grade levels. To support these instructional frameworks, administrators participate in Breakthrough Coaching and calibrated walkthroughs to ensure high-leverage, consistent classroom feedback. Additionally, professional development is strategically aligned with T-TESS and Teacher Incentive Allotment (TIA) standards, equipping educators with actionable strategies that improve school climate, elevate instructional quality, and maximize student learning outcomes across all campuses.

Descriptor 4: Measure of Poverty

Navarro ISD determines school attendance area eligibility and ranks Title I campuses using the count of children eligible for Free and Reduced-Price Lunch (FRPL) under the National School Lunch Act, as reported in the district's annual PEIMS Fall Submission data. Campuses with a poverty concentration of 75% or higher are served first in rank order, followed by remaining eligible campuses ranked by poverty percentage to ensure federal resources are targeted to areas of highest need.

Descriptor 6: Services to Homeless Children and Youth

Navarro ISD coordinates closely with its designated District Homeless Liaison under the McKinney-Vento Homeless Assistance Act to remove barriers to enrollment, attendance, and academic success for homeless children and youth.

Services Provided:

- Immediate Enrollment & Stability: Ensuring immediate school enrollment without requiring standard documentation (e.g., birth certificates, immunization records, proof of residency) and providing transportation assistance to maintain school-of-origin continuity.
- Academic & Material Supports: Providing essential school supplies, waiving course/graduation fees, offering basic basic-needs assistance (clothing/hygiene), and providing direct access to academic interventions, Blended Learning platforms, and tutoring through the district's Multi-Tiered System of Supports (MTSS).
- Case Management & Referrals: Coordinating with local community agencies to connect families with health, housing, and nutritional services.

Determination of Title I, Part A Reservation:

Navarro ISD determines the Title I, Part A homeless set-aside amount through an annual needs assessment conducted collaboratively by the Federal Programs Director, District Homeless Liaison, and Business Office. This assessment evaluates historical identification numbers, projected enrollment trends, and the specific supplemental needs of identified students. The set-aside amount is calculated using a per-pupil methodology based on prior-year actual expenditures for basic needs, supplemental academic materials, and barrier-reduction supports that are not covered by standard operational or McKinney-Vento grant funding.

Descriptor 7: Parent and Family Engagement Strategy

Navarro ISD implements effective parent and family engagement under Section 1116 through a collaborative, transparent partnership designed to strengthen home-school connections and support student academic achievement.

- Joint Policy & Plan Development: Annually convening parent representatives, community stakeholders, and district leadership to review, evaluate, and update the district and campus PFE policies, as well as the District Improvement Plan (DIP).
- Academic Empowerment & Workshops: Hosting parent learning sessions that explain state academic standards (TEKS), assessment expectations (STAAR/EOC), and district instructional strategies—including Writing Across the Curriculum (WAC) and Blended Learning tools—so families can meaningfully support learning at home.
- Flexible Communication & Accessibility: Conducting required Title I meetings at varied times and utilizing multiple digital and print channels in accessible languages to ensure all families, including those of Emergent Bilingual and economically disadvantaged students, remain informed and involved.
- Staff Capacity Building Providing professional learning for educators and campus administrators on effective communication strategies, building trust, and treating families as equal partners in student success.

- Annual Program Evaluation: Administering an annual PFE survey to evaluate the content and effectiveness of the engagement policy, identify barriers to participation, and refine engagement strategies for all campuses.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Navarro ISD Coordinates and integrates Title I, Part A funds with state and local resources, High-Quality Pre-Kindergarten (HQPK) grants, and local early childhood programs to deliver a seamless, developmentally appropriate foundation for young learners.

1. Program Integration & Service Coordination

- Braided Resources: Title I, Part A funds supplement state funds to reduce class sizes, provide high-quality instructional materials, and support early literacy and math intervention in Pre-Kindergarten classrooms.
- Curricular Alignment: Early childhood programs align with the Texas Prekindergarten Guidelines and connect directly to district-wide priorities, laying the foundation for early literacy, structured writing routines (Writing Across the Curriculum readiness), and interactive blended learning stations.
- Joint Professional Development: Pre-K teachers participate in district PLCs and joint professional development alongside Kindergarten staff, aligning instructional strategies, progress monitoring routines, and student expectations.

2. Transition to Kindergarten Strategies

- To ensure a smooth academic, social, and emotional transition from early childhood settings to elementary school, the LEA executes a structured transition plan:
- Kindergarten Roundup & Campus Orientations:** Hosting annual spring orientation events ("Kindergarten Roundup") where incoming students and parents tour campuses, visit classrooms, meet teachers, and receive early literacy home-learning toolkits
- Data Sharing & Continuity of Care:Establishing data-sharing protocols to transfer student records, screening results (e.g., TX-KEA or CIRCLE data), and MTSS progress monitoring profiles directly to Kindergarten teachers before the school year begins.
- Targeted Early Screening: Administering universal screeners at the start of the Kindergarten year to immediately identify students needing supplemental academic or developmental support.
- Family Engagement Workshops: Offering summer and early-fall family literacy and readiness workshops to equip parents with practical strategies to support their child’s transition into full-day elementary instruction.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

In Targeted Assistance campuses operating under Section 1115, the Navarro ISD uses a collaborative, multi-criteria selection process involving teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel (SISP) to identify and rank students most in need of supplemental Title I services.

1. Collaborative Multi-Stakeholder Evaluation

- Campus Student Support Teams (SST) and Professional Learning Communities (PLCs)—comprising general and special education teachers, administrators, paraprofessionals, and SISPs (e.g., counselors, intervention specialists, speech-language pathologists)—convene with parent input to review holistic student profiles. This multidisciplinary team ensures academic, developmental, and behavioral data are evaluated together to identify underlying learning barriers.

2. Multiple Objective Academic Criteria (Grades 3–12)

Students are identified using a composite scoring matrix based on multiple, educationally related, objective criteria:

- Universal Screeners & Diagnostic Data: Lower quartile scores on NWEA MAP Reading and Math assessments.
- State Assessment Performance: Non-mastery or "Did Not Meet" status on STAAR/EOC assessments.
- District Benchmarks & Course Grades: Below-grade-level performance on local interim assessments and core course

failures.

- Growth Tracking: Failure to demonstrate expected progress on longitudinal growth metrics.

3. Early Childhood & Primary Criteria (Pre-K–Grade 2)

Because standardized state assessments are not administered in early grades, Pre-K through 2nd-grade students are selected using age-appropriate, qualitative, and observational measures:

- Diagnostic screeners (e.g., TX-KEA, CIRCLE) and early literacy/math benchmark assessments.
- Teacher and paraprofessional observational rubrics evaluating foundational skill acquisition.
- Diagnostic input and developmental checklists provided by SISPs and parent/guardian consultations.

4. Priority Populations & Rank Ordering

Students meeting the following criteria are automatically eligible for priority consideration:

- Children who are homeless (McKinney-Vento), residing in local institutions for neglected/delinquent youth, or classified as migrant.
- Children who participated in Head Start, Even Start, or Title I Pre-Kindergarten within the prior two years.

All evaluated students are placed on a prioritized rank-order list. Supplemental instruction, targeted small-group interventions, and academic support services are allocated starting with the highest-need students until available Title I, Part A capacity is met.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

To address ESSA Section 1112(b)(10), Navarro ISD implements a comprehensive, aligned transition framework that prepares students for successful pathways from middle school through high school graduation and into postsecondary education, military enlistment, or high-wage careers.

Section 1112(b)(10) Response: Student Transitions

Navarro ISD facilitates effective student transitions by combining intentional academic planning, early postsecondary course offerings, robust Career and Technical Education (CTE) pathways, and personalized counseling frameworks.

1. Middle Grades to High School Transition (Grades 8–9)

- Personal Graduation Plans (PGPs) & Endorsement Selection: In 8th grade, counselors meet individually with students and families to establish Personal Graduation Plans aligned with state endorsements (e.g., STEM, Business & Industry, Public Services, Arts & Humanities, Multidisciplinary). High school credit opportunities—such as Algebra I, Spanish I, and Fine Arts—are made available in 8th grade to accelerate academic trajectories.
- Navarro Ready Onboarding & Orientations: The district conducts "Navarro Ready" onboarding sessions and freshman orientation events to introduce incoming 9th graders and parents to high school graduation requirements, CCMR expectations, and extracurricular opportunities.
- P-TECH Academy Recruitment: Middle school students receive targeted guidance regarding enrollment in the **Panther P-TECH Cybersecurity Academy**, an open-enrollment program allowing students to begin college coursework starting in 9th grade.
- Curricular Continuity: Instructional frameworks—specifically Writing Across the Curriculum (WAC) routines and Blended Learning models—are vertically aligned between the middle school and high school levels to maintain cognitive rigor and learning routines.

2. High School to Postsecondary Education & Workforce Transition (CCMR)

- Panther P-TECH Cybersecurity Academy: In partnership with higher education institutions and regional industry partners, Navarro ISD offers P-TECH pathways where students can earn up to 64 tuition-free college credit hours, an Associate of Applied Science (AAS) degree in Cyber Defense, a Level 1 College Certificate, or Industry-Based Certifications (e.g., CompTIA A+, Network+, Security+) alongside their high school diploma.
- Dual Credit & Advanced Academics:Partnering with regional colleges (such as Northeast Lakeview College and Palo Alto College), Navarro High School offers dual credit options across core subjects (English, Math, US History, Government, Economics) and specialized agricultural/veterinary sciences, enabling seamless transfer to four-year universities.
- CTE Programs of Study & Work-Based Learning: Students participate in coherent CTE sequences across high-demand fields (Agriculture, Health Science, Engineering, Business/Finance, IT, and Education). Learning is reinforced through Career and Technical Student Organizations (CTSOs) such as HOSA, TAFE, CyberPatriots, and SkillsUSA, alongside industry mentorships, job shadowing, and internships.
- Targeted CCMR Advising & College Readiness:
- TSIA2 Preparation: On-site Texas Success Initiative Assessment (TSIA2) testing and prep courses are integrated into high school schedules to ensure college readiness.
- Financial Aid & Postsecondary Advising:Dedicated CCMR advisors host financial aid workshops (FAFSA/TASFA), college application drives, and military recruiter sessions to ensure all graduating seniors have an actionable postsecondary plan.

3. Targeted Support for Special Populations

- Intervention & Academic Counseling: District counselors and Student Support Teams (SST) actively track transition metrics for economically disadvantaged, Emergent Bilingual, and special education students to ensure equitable access to dual credit, P-TECH, CTE pathways, and accommodations needed for postsecondary success.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Navarro ISD expands student access to early college, dual enrollment, and career alignment opportunities through targeted academic programming and personalized advising:

- Early College & P-TECH Access: The district hosts the Panther P-TECH Cybersecurity Academy, an open-enrollment Early College High School program. P-TECH enables participating students to earn an Associate of Applied Science (AAS) degree in Cyber Defense, Level 1 College Certificates, and Industry-Based Certifications (IBCs) tuition-free while completing high school.
- Dual and Concurrent Enrollment Pathways: In partnership with regional higher education institutions (including Alamo Colleges District / Northeast Lakeview College), Navarro High School offers dual credit coursework across core academic subjects (English, College Algebra, Government, U.S. History) and specialized technical fields. The district reduces equity barriers by providing on-site TSI testing, instructional resources, and advising support.
- Career Counseling & Aptitude Identification: Beginning in middle school, students complete comprehensive career inventory and aptitude assessments (e.g., YouScience/Texas OnTarget) to evaluate individual strengths and interest profiles. School counselors conduct annual 1-on-1 Personal Graduation Plan (PGP) conferences with students and families to align 8th-grade endorsement selections, high school CTE Programs of Study, and postsecondary goals directly with identified skill sets. Continuous CCMR advising ensures ongoing tracking toward college readiness benchmarks and career pathway completion.

Descriptor 11: Discipline Disproportionality

Navarro ISD supports efforts to reduce the overuse of discipline practices that remove students from the instructional classroom—such as In-School Suspension (ISS), Out-of-School Suspension (OSS), and Disciplinary Alternative Education Program (DAEP) placements—through proactive multi-tiered behavioral frameworks, data monitoring, and restorative routines.

- **Behavioral MTSS & PBIS:** Campuses implement Positive Behavioral Interventions and Supports (PBIS) framework expectations, teaching, modeling, and reinforcing positive behavioral competencies, self-regulation, and conflict resolution across all grade levels to prevent instructional loss.

- **Disaggregated Data Monitoring:** District leadership regularly analyzes disaggregated discipline data in the district Student Information System (SIS) across student subgroups (economically disadvantaged, special education, Emergent Bilingual, race/ethnicity). This tracking identifies disproportionality, highlights campus-level trends, and directs targeted behavioral support to schools showing elevated removal rates.
- **Restorative Practices & Counselor Interventions:** Campus counselors and Student Support Teams (SST) utilize restorative practices, behavioral intervention plans (BIPs), and targeted socio-emotional counseling to address root causes of behavior rather than relying primarily on exclusionary consequences.
- **Administrative Calibration & Staff Training:** District leadership conducts regular administrative calibration sessions to ensure consistent, equitable application of the Student Code of Conduct while providing staff with professional development in trauma-informed classroom management and de-escalation strategies.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Navarro ISD integrates academic and career and technical education (CTE) content through coordinated instructional strategies that bridge classroom concepts with real-world applications:

- **Coordinated Cross-Curricular Instruction:** Core academic and CTE educators collaborate within Professional Learning Communities (PLCs) to align state standards (TEKS). CTE coursework incorporates district-wide literacy routines—specifically Writing Across the Curriculum (WAC)—and applied mathematical reasoning, while core academic classes contextualize learning through real-world industry scenarios.
- **Experiential & Work-Based Learning:** Students participate in hands-on laboratory experiences, industry-mentored capstone projects, job shadowing, and internship opportunities. Learning is reinforced through active participation in Career and Technical Student Organizations (CTSOs)—including CyberPatriots, HOSA, FFA, TAFE, and SkillsUSA—where students demonstrate practical mastery in competitive, regional, and state settings.
- **In-Demand Skill Attainment & Credentials:** Programs of Study—anchored by the **Panther P-TECH Cybersecurity Academy** alongside pathways in Health Science, Applied Agricultural Engineering, Education, and Business/Finance—align directly with high-growth Texas workforce demands. Students attain market-value skills and earn state-approved Industry-Based Certifications (IBCs) (e.g., CompTIA A+/Network+/Security+, Certified Veterinary Assistant, AWS, Educational Aide) and college credit before high school graduation, preparing them for immediate entry into in-demand occupations or postsecondary education.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Navarro ISD provides structured work-based learning (WBL) opportunities that connect students with regional industry professionals while earning high school CTE credit, college credit, and Industry-Based Certifications (IBCs):

- **Practicum Courses & Academic Credit:** Upper-level high school students participate in capstone Practicum courses (e.g., *Practicum in Information Technology*, *Practicum in Health Science*, *Practicum in Agriculture*, and *Practicum in Education and Training*). These courses combine rigorous classroom instruction with direct workplace placements, granting high school academic credit and dual-enrollment college credits for completing required clinical or internship hours.
- **P-TECH Industry Mentorships & Internships:** Anchored by the **Panther P-TECH Cybersecurity Academy**, students engage in structured multi-year interactions with industry partners. Experiences include one-on-one professional mentorships, mock interviews, site tours, industry-sponsored capstone projects, and priority internships with regional IT and cybersecurity firms.
- **Industry Advisory Committees & Career Panels:** Regional business leaders and industry professionals actively participate on district CTE Advisory Committees to align curriculum with workforce needs. Professionals regularly visit classrooms as guest speakers, judge Career and Technical Student Organization (CTSO) competitions (e.g., CyberPatriots, HOSA, FFA, TAFE), and facilitate interactive career-shadowing days for students across all CTE Programs of Study.

Descriptor 13: Other Proposed Uses of Funds

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Academic Services assists schools in developing effective school library programs by providing equitable access to curated digital databases, print collections, and instructional technology aligned with state TEKS and district priorities. Librarians and media specialists collaborate directly with classroom teachers to embed digital literacy competencies—including online research strategies, media evaluation, and safe digital citizenship—into core content areas. By integrating library resources with district initiatives like Blended Learning and Writing Across the Curriculum (WAC) research projects, school library media programs foster independent inquiry, enhance reading comprehension, and directly support overall academic achievement across all grade levels.

Title I Personnel

Name	Position	Program	FTE
Nicole Schuelke	Intervention Teacher	RTI Reading and Math	1
Rebecca Borchardt	Intervention Teacher	RTI Reading and Math	1

Plan Notes

Plan Notes

Committees

Committees

District Improvement & Planning Committee

Members

First Name	Last Name	Position	Committee Role
Erin	Borchers	NJH Teacher	Classroom Teacher
Gigi	Gregersen	NIS Theater Teacher	Classroom Teacher - Fine Arts
Melinda	Barth	NIS Teacher	Classroom Teacher
Brannon	Monkerud	Parent Representative	Parent
Jenny	Campbell	NES Teacher	Classroom Teacher
Kalyn	Brightwell	NES Teacher	Special Education Teacher - Elementary
Jenny	Campbell	NES Teacher	Classroom Teacher
Josh	Anderson	NHS Agriculture Teacher	Classroom Teacher - CTE
Caroline	Bauer	NHS CCMR Advisor	Non-classroom Professional
Kelly	Blakey	NIS Teacher	Classroom Teacher
Micaela	Gissendanner	Instructional Technologist	District-level Professional
Natasha	Williams	Instructional Programs Coordinator	District-level Professional
Stephanie	Ballard	PEIMS Coordinator	District-level Professional
Emily	Landrum	Math Instructional Coach	Non-classroom Professional
Brandy	Coppedge	ELA Instructional Coach	Non-classroom Professional
Kristen	Green	Parent Representative	Parent
Michelle	Schwarzlose	NIS Principal	Administrator
Anna	Phillips	NJH Teacher	Classroom Teacher
Stephanie	Darling	NES Teacher	Classroom Teacher
Heather	Sowell	NES Teacher	Classroom Teacher
Leticia	Miller	ESL Specialist	Non-classroom Professional
Stephanie	Adams	GT/Advanced Academics Specialist	District-level Professional

Wendy	McMullen	Chief Academic Officer	Administrator
Shannon	Voigt	Director of Special Education	District-level Professional
Robby	Castillo	Director of Operations and Facilities	District-level Professional
Laurel	Wilson	Secondary Academic Dean	Administrator
Antonio	Briones	Teacher	Classroom Teacher
Tracey	Pierce	NES Teacher	Classroom Teacher - PreK
Meredith	Hartl	NJH Teacher	Classroom Teacher
Madison	Worthy	NES Teacher	Classroom Teacher
Courtney	Roitsch	NES Teacher	Classroom Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	ESC 13 Professional Services for JH Math and Secondary ELAR	--	$16,800.00
				Sub-Total	$16,800.00

Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$0.00
				Sub-Total	$0.00

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$0.00
2	1	2	Materials	--	$0.00
2	2	1		--	$0.00
2	3	1		--	$0.00
2	4	1		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	1	3		--	$0.00
3	2	1		--	$0.00
3	3	1		--	$0.00
3	3	2		--	$0.00
3	4	1		--	$0.00
3	4	2		--	$0.00
3	4	3		--	$0.00
3	4	4		--	$0.00

4	3	1		--	$0.00
4	3	2		--	$0.00
4	3	3		--	$0.00
4	3	4		--	$0.00
4	3	5		--	$0.00
4	3	6		--	$0.00
4	3	7		--	$0.00
4	3	9		--	$0.00
4	3	10		--	$0.00
4	3	12		--	$0.00
4	4	6		--	$0.00
4	5	1		--	$0.00
4	5	2		--	$0.00
				Sub-Total	$0.00

SCE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Staffing	--	$0.00
				Sub-Total	$0.00

SPED Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2		--	$0.00
				Sub-Total	$0.00

CTE Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2		--	$0.00
				Sub-Total	$0.00

E-Rate Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1		--	$0.00
4	3	2		--	$0.00
4	3	4		--	$0.00
4	3	5		--	$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Child Abuse and Neglect	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Coordinated Health Program	--	--	Wendy McMullen	9/9/2024
Decision-Making and Planning Policy Evaluation	Superintendent	8/5/2024	Wendy McMullen	9/9/2024
Disciplinary Alternative Education Program (DAEP)	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Dropout Prevention	--	--	Wendy McMullen	9/9/2024
Dyslexia Treatment Program	--	--	Wendy McMullen	9/9/2024
Title I, Part C Migrant	--	--	Wendy McMullen	9/10/2024
Pregnancy Related Services	Campus Nurse	9/2/2024	Wendy McMullen	9/10/2024
Post-Secondary Preparedness	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Resources and School Leadership	9/2/2024	Wendy McMullen	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	--	--	Wendy McMullen	9/9/2024
Student Welfare: Discipline/Conflict/Violence Management	--	--	Wendy McMullen	9/9/2024
Texas Behavior Support Initiative (TBSI)	--	--	Wendy McMullen	9/9/2024
Technology Integration	--	--	Wendy McMullen	9/9/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	Wendy McMullen	9/9/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	--	--	Wendy McMullen	9/9/2024