

# **Navarro Independent School District**

## **District Improvement Plan**

### **2024-2025**



# 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

**Navarro ISD – Where Excellence is the Standard**

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

## Board Goals

### 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Navarro ISD is a 4A public school district located in the proud community of Geronimo in Guadalupe County. The district boundaries cover approximately 86 square miles surrounded by the communities of Seguin, New Braunfels, and San Marcos. Navarro ISD offers a small-school atmosphere with a rigorous curriculum, supportive staff and active community that supports high quality academic achievements and extra-curricular development. The district is the heart of the Geronimo community and enjoys a successful partnership with parents, families, businesses and community members. The community partnerships are essential to the success of the district in providing a quality education to an expanding community. Through the Navarro Education Foundation and Booster groups supporting the schools, students are able to obtain additional resources for the classroom as well as in extra-curricular activities to assist in their overall growth and academic success in schools.

### Navarro ISD Student Demographics

	2019	2020	2021	2022	2023	2024
<b>Total Students</b>	<b>1940</b>	<b>1851</b>	<b>1993</b>	<b>2149</b>	<b>2,429</b>	<b>2,675</b>
<b>African American</b>	<b>1.5%</b>	<b>1.3%</b>	<b>.8%</b>	<b>1.5%</b>	<b>2.2%</b>	<b>3.10%</b>
<b>Hispanic</b>	<b>41.00%</b>	<b>40.6%</b>	<b>37.9%</b>	<b>40.9%</b>	<b>44.1%</b>	<b>45.9%</b>
<b>White</b>	<b>54.8%</b>	<b>55.2%</b>	<b>58.3%</b>	<b>54.3%</b>	<b>48.7%</b>	<b>45.79%</b>
<b>American Indian</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>0.1%</b>	<b>0.15%</b>
<b>Asian</b>	<b>0.08%</b>	<b>0.7%</b>	<b>1.5%</b>	<b>0.9%</b>	<b>1.2%</b>	<b>1.04%</b>
<b>Pacific Islander</b>	<b>0.2%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.6%</b>	<b>0.75%</b>
<b>Two or More Races</b>	<b>1.6%</b>	<b>1.9%</b>	<b>1.5%</b>	<b>2.1%</b>	<b>3.2%</b>	<b>4.15%</b>
<b>Economically Disadvantaged</b>	<b>36.1%</b>	<b>33.3%</b>	<b>21.2%</b>	<b>27.8%</b>	<b>31.7%</b>	<b>57.23%</b>
<b>Non-Educationally Disadvantaged</b>	<b>63.9%</b>	<b>66.7%</b>	<b>78.8%</b>	<b>72.2%</b>	<b>68.3%</b>	<b>42.77%</b>
<b>English Language Learners</b>	<b>4.23%</b>	<b>5.0%</b>	<b>4.82%</b>	<b>4.2%</b>	<b>6.4%</b>	<b>5.20%</b>
<b>Graduation Rate</b>	<b>99.3%</b>	<b>*97.5%</b>	<b>98.6%</b>	<b>99.3%</b>	<b>99.6%</b>	<b>99.3%</b>
<b>College and Career Ready Graduates</b>	<b>74.0%</b>	<b>*71.6%</b>	<b>68.2%</b>	<b>71.9%</b>	<b>72%</b>	<b>67%</b>

	2019	2020	2021	2022	2023	2024
At Risk	31.8%	27.8%	19.7%	35.6%	37.4%	32.97%
Attendance Rate	96.1%	*96.3%	94.9%	94.09%	97.65%	96.41%

#### Navarro ISD Schools and Enrollment

	2019	2020	2021	2022	2023	2024
Navarro Elementary (Prek - 2)	546	563	566	697	634	695
*2023 Grade 3 moved to Intermediate						
Navarro Intermediate (3-5)	433	435	457	480	543	665
*In 2023 Grade 6 moved to Junior High						
Navarro Junior High School (6-8)	324	311	323	343	561	603
Navarro High School (9-12)	637	635	639	654	705	712

Navarro ISD Program Enrollment	Navarro ISD	
	Program Percentage	Current Enrollment
Bilingual/ESL	5.20%	139
Career and Technology Education	99.3%	162
Gifted and Talented	9.00%	241
Special Education	15.36%	411

#### Demographics 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 1 (Prioritized):** District Facilities approach building capacity for existing student population. **Root Cause:** Increased growth and additional neighborhoods platted within the local area.

**Problem Statement 2 (Prioritized):** Current student enrollment numbers do show steady growth, and increased student enrollment is putting a strain on class sizes and facilities. **Root Cause:** Increased affordable housing and development in the local area.

**Problem Statement 3 (Prioritized):** Current facilities will not adequately support our targeted population projections and program expansion needs. **Root Cause:** 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.

**Problem Statement 4 (Prioritized):** A safety review has indicated that current facilities lack ADA compliance in some areas. **Root Cause:** 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.

**Problem Statement 5:** Our special programs are seeing a significant increase in the number of students served. **Root Cause:** Increased housing in the area and a positive program reputation is impacting the rapid growth of these programs.

# Student Learning

## Student Learning Summary

Navarro ISD has not received an overall accountability rating from the Texas Education Agency this past year. To analyze potential student performance on future assessments and to gauge potential instructional growth for each student, Navarro ISD utilizes the NWEA Measures of Academic Progress (MAP) assessments in reading and math which helps us to determine loss of growth, continued growth and academic achievement levels for Grades K-8. In addition, Benchmarks and the STAAR Interim Assessments are also used for our secondary grades 6-12. Furthermore, students enrolled in non-EOC courses use the APEX online tutorial system to provide supplemental instruction where learning gaps are determined to exist. Students that did not meet the passing standard on the 2024 STAAR assessments will receive targeted tutoring as required by HB 1416 in all identified subjects.

Campuses have created a tutorial time in their master schedule to accommodate a daily thirty minute targeted tutorial block. Our fall MAP data has provided us with progress measures to determine if our students are on track to meet or exceed the passing standard on the 2025 STAAR assessment. Our goal is to achieve a 10% increase in all tested subjects by the end of the 2024-2025 school year. Our targeted performance goals are 90, 60, 30. 90% Approaching, 60% Meeting and 30% Mastering

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>														
<b>Grade 3 Reading</b>														
At Approaches Grade Level or Above	2024	75%	63%	78%	86%	72%	86%				50%	50%	68%	69%
	2023	77%	74%	80%	*	75%	82%	-	*	*	*	35.00%	72%	73%
	2022	76%	74%	86%	*	86%	85%	-	*	*	*	67%	81%	75%
	2021	67%	64%	76%	*	63%	84%	-	*	-	*	39%	60%	67%
At Meets Grade Level or Above	2024	45%	40%	53%	14%	39%	49%				50%	16%	31%	31%
	2023	50%	47%	49%	*	42%	55%	-	*	-	*	0%	42%	27%
	2022	51%	49%	51%	*	48%	51%	-	*	*	*	13%	58%	63%
	2021	39%	36%	56%	*	45%	64%	-	*	-	*	22%	38%	50%



Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Masters Grade Level	2024	21%	21%	16%	0%	13%	19%				17%	3%	11%	13%
	2023	20%	17%	12%	*	4%	18%	-	*	-	*	0%	0%	0%
	2022	30%	28%	28%	*	18%	32%	-	*	*	*	7%	26%	13%
	2021	19%	17%	28%	*	10%	40%	-	*	-	*	17%	12%	0%
<b>Grade 3 Mathematics</b>														
At Approaches Grade Level or Above	2024	69%	54%	81%	43%	80%	85%				83%	59%	74%	50%
	2023	72%	69%	87%	*	83%	89%	-	*	*	*	55%	81%	100%
	2022	71%	68%	84%	*	77%	87%	-	*	*	*	67%	84%	75%
	2021	62%	56%	75%	*	67%	81%	-	*	-	*	35%	55%	50%
At Meets Grade Level or Above	2024	41%	48%	51%	29%	44%	59%				53%	29%	39%	31%
	2023	44%	39%	61%	*	58%	65%	-	*	-	*	20%	54%	36%
	2022	43%	39%	47%	*	39%	48%	-	*	*	*	13%	47%	50%
	2021	31%	26%	40%	*	22%	54%	-	*	-	*	17%	29%	33%
At Masters Grade Level	2024	15%	13%	17%	14%	10%	23%				33%	6%	13%	6%
	2023	19%	16%	23%	*	19%	27%	-	*	-	*	0%	16%	9%
	2022	21%	18%	18%	*	14%	21%	-	*	*	*	0%	16%	0%
	2021	14%	12%	19%	*	8%	28%	-	*	-	*	9%	12%	17%
<b>Grade 4 Reading</b>														

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Approaches Grade Level or Above	2024	81%	80%	84%		82%	86%				89%	38%	75%	75%
	2023	78%	76%	81%	*	77%	82%	-	-	*	*	42%	78%	82%
	2022	77%	75%	79%	*	71%	84%	-	*	-	*	29%	61%	67%
	2021	63%	59%	74%	*	58%	87%	-	-	-	*	35%	55%	38%
At Meets Grade Level or Above	2024	81%	80%	84%		82%	86%				89%	38%	75%	75%
	2023	47%	46%	48%	*	41%	48%	-	-	-	*	8%	43%	45%
	2022	54%	52%	53%	*	32%	66%	-	*	-	*	3%	34%	67%
	2021	36%	34%	44%	*	31%	54%	-	-	-	*	17%	36%	38%
At Masters Grade Level	2024	51%	48%	53%		45%	59%				67%	13%	44%	50%
	2023	21%	20%	16%	*	15%	16%	-	-	-	*	0%	15%	9%
	2022	28%	26%	26%	*	10%	37%	-	*	-	*	0%	16%	17%
	2021	17%	16%	22%	*	7%	32%	-	-	-	*	9%	12%	13%
<b>Grade 4 Mathematics</b>														
At Approaches Grade Level or Above	2024	68%	63%	70%		68%	77%				78%	33%	60%	67%
	2023	70%	65%	83%	*	75%	87%	-	-	-	*	50%	78%	82%
	2022	70%	66%	80%	*	73%	85%	-	*	-	*	29%	63%	83%
	2021	59%	52%	79%	*	67%	92%	-	-	-	*	52%	67%	63%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Meets Grade Level or Above	2024	45%	40%	50%		42%	62%				56%	15%	42%	33%
	2023	47%	42%	63%	*	57%	63%	-	-	-	*	29%	56%	55%
	2022	43%	38%	53%	*	40%	62%	-	*	-	*	13%	32%	67%
	2021	36%	29%	42%	*	27%	56%	-	-	-	*	17%	33%	25%
At Masters Grade Level	2024	21%	17%	23%		16%	26%				33%	0%	16%	8%
	2023	22%	18%	30%	*	26%	33%	-	-	-	*	0%	30%	18%
	2022	23%	20%	27%	*	15%	35%	-	*	-	*	3%	16%	17%
	2021	21%	16%	30%	*	18%	40%	-	-	-	*	4%	21%	13%
<b>Grade 5 Reading</b>														
At Approaches Grade Level or Above	2024	78%	77%	82%	100%	74%	88%					41%	82%	77%
	2023	81%	80	78%	*	72%	74%	-	-	-	60%	24%	65%	67%
	2022	81%	79%	82%	*	76%	86%	-	-	-	*	50%	75%	70%
	2021	73%	70%	86%	-	75%	95%	*	*	-	100%	50%	80%	91%
At Meets Grade Level or Above	2024	54%	53%	59%	80%	47%	65%					5%	53%	46%
	2023	56%	55%	55%	*	43%	66%	-	-	-	20%	6%	38%	50%
	2022	58%	55%	58%	*	47%	67%	-	-	-	*	19%	50%	30%
	2021	46%	43%	53%	-	38%	66%	*	*	-	80%	33%	42%	36%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Masters Grade Level	2024	29%	27%	27%	0%	22%	31%					0%	25%	23%
	2023	28%	27%	30%	*	18%	39%	-	-	-	20%	0%	16%	17%
	2022	36%	34%	34%	*	24%	40%	-	-	-	*	4%	25%	20%
	2021	30%	27%	32%	-	16%	46%	*	*	-	40%	0%	18%	27%
<b>Grade 5 Mathematics</b>														
At Approaches Grade Level or Above	2024	76%	73%	80%	80%	72%	85%					36%	76%	62%
	2023	79%	78%	73%	*	86%	-	-	-	-	67%	39%	62%	67%
	2022	77%	74%	78%	*	73%	83%	-	-	-	*	50%	70%	50%
	2021	70%	65%	79%	-	67%	90%	*	*	-	100%	42%	66%	82%
At Meets Grade Level or Above	2024	49%	46%	50%	80%	44%	51%					5%	43%	23%
	2023	50%	48%	45%	*	31%	57%	-	-	-	17%	6%	29%	17%
	2022	48%	45%	50%	*	39%	60%	-	-	-	*	23%	35%	30%
	2021	44%	39%	50%	-	30%	69%	*	*	-	60%	33%	28%	45%
At Masters Grade Level	2024	19%	17%	15%		21%	13%					0%	13%	15%
	2023	21%	20%	18%	*	8%	26%	-	-	-	17%	3%	9%	0%
	2022	25%	22%	28%	*	14%	36%	-	-	-	*	4%	18%	20%
	2021	25%	21%	28%	-	11%	41%	*	*	-	60%	17%	8%	27%
<b>Grade 5 Science</b>														

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Approaches Grade Level or Above	2024	57%	54%	78%	80%	67%	84%					41%	70%	75%
	2023	64%	63%	74%	*	63%	83%	-	-	-	60%	24%	62%	83%
	2022	66%	63%	71%	*	57%	82%	-	-	-	*	40%	54%	40%
	2021	62%	56%	80%	-	67%	92%	*	*	-	100%	50%	70%	64%
At Meets Grade Level or Above	2024	26%	24%	36%	20%	33%	40%					5%	27%	17%
	2023	34%	33%	43%	-	29%	55%	-	-	-	60%	24%	62%	83%
	2022	38%	35%	42%	*	27%	53%	-	-	-	*	24%	31%	20%
	2021	31%	26%	47%	-	26%	61%	*	*	-	100%	42%	21%	36%
At Masters Grade Level	2024	11%	10%	15%	20%	12%	19%					0%	13%	8%
	2023	15%	14%	14%	*	8%	17%	-	-	-	20%	6%	9%	0%
	2022	18%	16%	16%	*	14%	18%	-	-	-	*	8%	15%	10%
	2021	13%	10%	25%	-	14%	34%	*	*	-	20%	8%	9%	27%
<b>Grade 6 Reading</b>														
At Approaches Grade Level or Above	2024	75%	74%	83%		77%	87%				78%	32%	73%	
	2023	75%	74%	83%	-	79%	86%	-	-	-	80%	42%	73%	25%
	2022	70%	69%	84%	-	73%	92%	*	*	-	*	43%	67%	50%
	2021	62%	59%	72%	-	60%	83%	-	-	*	*	21%	52%	31%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Meets Grade Level or Above	2024	55%	53%	69%		64%	73%				44%	15%	58%	
	2023	50%	48%	56%	-	47%	64%	-	-	-	40	15%	44%	33%
	2022	43%	42%	60%	-	41%	77%	*	*	-	*	29%	44%	33%
	2021	32%	30%	39%	-	27%	49%	-	-	*	*	7%	16%	8%
At Masters Grade Level	2024	25%	22%	30%		27%	32%				11%	0%	19%	
	2023	22%	19%	17%		12%	21%	-	-	*	40	0%	10%	8%
	2022	23%	22%	34%	-	21%	44%	*	*	-	*	10%	23%	33%
	2021	15%	13%	16%	-	11%	22%	-	-	*	*	7%	4%	0%
<b>Grade 6 Mathematics</b>														
At Approaches Grade Level or Above	2024	70%	68%	76%		64%	87%				78%	41%	64%	
	2023	74%	72%	85%		81%	90%	-	-	*	60	24%	62%	83%
	2022	73%	70%	86%	-	77%	95%	*	*	-	*	50%	72%	75%
	2021	68%	62%	87%	-	82%	91%	-	-	*	*	64%	80%	77%
At Meets Grade Level or Above	2024	37%	35%	42%		32%	51%				33%	9%	32%	
	2023	38%	34%	47%	-	34%	58%	-	-	*	40	19%	31%	17%
	2022	39%	35%	50%	-	37%	61%	*	*	-	*	25%	34%	33%
	2021	36%	30%	60%	-	52%	70%	-	-	*	*	21%	42%	23%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Masters Grade Level	2024	13%	11%	13%		8%	14%				22%	3%	10%	69%
	2023			13%		7%	17%				40	4%	8%	0%
	2022	16%	13%	19%	-	8%	28%	*	*	-	*	5%	13%	25%
	2021	15%	11%	25%	-	13%	38%	-	-	*	*	0%	8%	8%
<b>Grade 7 Reading</b>														
At Approaches Grade Level or Above	2024	72%	71%	74%	71%	65%	82%				80%	19%	63%	38%
	2023	77%	75%	82%	-	75%	89%	-	-	-	100%	25%	65%	57%
	2022	80%	79%	86%	*	80%	91%	-	-	*	*	50%	76%	62%
	2021	69%	67%	83%	*	81%	85%	-	*	-	50%	50%	80%	67%
At Meets Grade Level or Above	2024	52%	50%	48%	57%	37%	58%				60%	6%	40%	
	2023	52%	50%	54%	-	41%	64%	-	-	-	71%	4%	38%	14%
	2022	56%	54%	58%	*	49%	65%	-	-	*	*	6%	41%	23%
	2021	45%	42%	44%	*	25%	58%	-	*	-	17%	13%	28%	11%
At Masters Grade Level	2024	28%	25%	16%	0%	14%	16%				60%	0%	14%	13%
	2023	26%	23%	21%	-	11%	31%	-	-	-	14%	0%	15%	0%
	2022	37%	35%	38%	*	26%	47%	-	-	*	*	6%	22%	15%
	2021	25%	23%	20%	*	8%	27%	-	*	-	17%	6%	11%	0%
<b>Grade 7 Mathematics</b>														

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Approaches Grade Level or Above	2024	53%	49%	66%	57%	56%	76%				60%	24%	51%	44%
	2023	74%	72%	77%	-	68%	86%	-	-	-	86%	38%	65%	43%
	2022	61%	56%	79%	*	67%	90%	-	-	*	*	33%	63%	54%
	2021	55%	49%	75%	*	69%	81%	-	*	-	33%	38%	59%	78%
At Meets Grade Level or Above	2024	32%	29%	43%	43%	29%								
	2023	38%	34%	49%	-	31%	63%	-	-	-	71%	13%	31%	14%
	2022	31%	27%	54%	*	36%	70%	-	-	*	*	17%	37%	31%
	2021	27%	22%	44%	*	37%	51%	-	*	-	0%	13%	22%	44%
At Masters Grade Level	2024	10%	9%	10%	0%	7%	12%				40%	2%	9%	0%
	2023	15%	12%	12%	-	4%	19%	-	-	-	0%	0%	8%	0%
	2022	13%	11%	25%	*	19%	31%	-	-	*	*	0%	13%	0%
	2021	12%	10%	19%	*	10%	26%	-	*	-	0%	0%	9%	11%
<b>Grade 8 Reading</b>														
At Approaches Grade Level or Above	2024	79%	78%	78%		69%	86%				78%	31%	69%	45%
	2023	82%	80%	85%	-	73%	93%	-	-	-	-	35%	74%	45%
	2022	83%	82%	93%	*	93%	94%	-	*	-	80%	84%	86%	100%
	2021	73%	70%	86%	*	80%	90%	-	*	-	*	50%	77%	57%



Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Meets Grade Level or Above	2024	54%	51%	49%		34%	61%				67%	11%	35%	18%
	2023	56%	53%	58%		43%	70%	-	-	-	-	5%	35%	18%
	2022	58%	56%	66%	*	59%	70%	-	*	-	40%	26%	42%	50%
	2021	46%	43%	55%	*	51%	57%	-	*	-	*	25%	52%	14%
At Masters Grade Level	2024	28%	25%	22%		11%	29%				33%	6%	15%	0%
	2023	27%	24%	23%		13%	30%	-	-	-	-	0%	11%	0%
	2022	37%	36%	36%	*	25%	44%	-	*	-	0%	5%	14%	13%
	2021	21%	19%	27%	*	26%	28%	-	*	-	*	0%	21%	14%
<b>Grade 8 Mathematics</b>														
At Approaches Grade Level or Above	2024	70%	66%	68%		58%	83%				71%	32%	63%	36%
	2023	74%	71%	76%	-	68%	38%	-	-	-	-	28%	63%	45%
	2022	71%	67%	84%	*	83%	84%	-	*	-	80%	68%	77%	75%
	2021	62%	55%	80%	*	76%	85%	-	-	-	*	50%	66%	50%
At Meets Grade Level or Above	2024	40%	35%	32%		28%	35%				43%	9%	26%	18%
	2023	44%	38%	43%	-	38%	50%	-	-	-	-	11%	29%	18%
	2022	40%	33%	42%	*	40%	43%	-	*	-	40%	5%	31%	38%
	2021	36%	29%	49%	*	41%	58%	-	-	-	*	25%	43%	33%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Masters Grade Level	2024	15%	11%	8%		4%	12%				14%	3%	6%	0%
	2023	16%	12%	8%	-	7%	11%	-	-	-	-	0%	7%	0%
	2022	14%	10%	17%	*	9%	24%	-	*	-	0%	5%	6%	13%
	2021	11%	7%	9%	*	6%	13%	-	-	-	*	0%	5%	0%
<b>Grade 8 Science</b>														
At Approaches Grade Level or Above	2024	68%	67%	65%		49%	80%				89%	20%	51%	18%
	2023	72%	70%	79%	-	70%	87%	-	-	-	-	35%	65%	45%
	2022	74%	72%	77%	*	66%	83%	-	*	-	80%	42%	58%	50%
	2021	68%	64%	79%	*	73%	84%	-	*	-	*	50%	65%	57%
At Meets Grade Level or Above	2024	42%	40%	35%		16%	51%				67%	11%	22%	0%
	2023	55%	54%	46%	-	26%	61%	-	-	-	-	5%	22%	9%
	2022	45%	43%	43%	*	29%	53%	-	*	-	20%	16%	28%	0%
	2021	43%	40%	50%	*	39%	58%	-	*	-	*	31%	42%	29%
At Masters Grade Level	2024	16%	15%	12%		4%	20%				0%	6%	5%	0%
	2023	16%	16%	15%	-	6%	21%	-	-	-	-	0%	4%	0%
	2022	24%	21%	22%	*	7%	33%	-	*	-	0%	0%	6%	0%
	2021	24%	21%	27%	*	21%	33%	-	*	-	*	0%	17%	14%
<b>Grade 8 Social Studies</b>														

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Approaches Grade Level or Above	2024	57%	57%	59%		41%	75%				89%	20%	48%	9%
	2023	60%	59%	71%	-	57%	81%	-	-	-	-	25%	50%	27%
	2022	61%	59%	66%	*	54%	73%	-	*	-	60%	47%	50%	38%
	2021	57%	55%	47%	*	38%	54%	-	*	-	*	25%	35%	14%
At Meets Grade Level or Above	2024	31%	37%	28%		14%	37%				67%	6%	19%	0%
	2023	31%	30%	35%	-	23%	45%	-	-	-	-	5%	13%	0%
	2022	31%	29%	24%	*	14%	32%	-	*	-	0%	16%	8%	13%
	2021	28%	26%	16%	*	14%	16%	-	*	-	*	13%	12%	14%
At Masters Grade Level	2024	16%	16%	13%		4%	18%				44%	3%	9%	0%
	2023	15%	14%	19%	-	12%	25%	-	-	-	-	0%	9%	0%
	2022	18%	16%	12%	*	4%	19%	-	*	-	0%	5%	6%	0%
	2021	14%	12%	1%	*	1%	1%	-	*	-	*	0%	0%	0%
<b>End of Course English I</b>														
At Approaches Grade Level or Above	2024	37%	39%	76%	86%	60%	87%					30%	59%	32%
	2023	71%	70%	81%	71%	81%	80%	-	-	-	83%	42%	72%	60%
	2022	65%	65%	75%	*	68%	81%	-	*	*	*	35%	67%	60%
	2021	67%	66%	74%	*	69%	79%	-	*	-	-	14%	62%	*

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Meets Grade Level or Above	2024	13%	15%	59%	71%	40%	74%					15%	45%	16%
	2023	54%	52%	60%	43	53%	65%	-	-	-	67	13%	51%	58
	2022	47%	47%	63%	*	56%	70%	-	*	*	*	31%	59%	50%
	2021	50%	49%	61%	*	52%	68%	-	*	-	-	14%	49%	*
At Masters Grade Level	2024	1%	1%	12%	14%	8%	16%					0%	10%	0%
	2023	14%	12%	12%	0	2%	18%	-	-	-	17	0%	6%	6
	2022	11%	10%	16%	*	16%	15%	-	*	*	*	0%	16%	10%
	2021	12%	11%	15%	*	8%	20%	-	*	-	-	0%	4%	*
<b>End of Course English II</b>														
At Approaches Grade Level or Above	2024	32%	15%	85%		83%	87%				88%	50%	80%	67%
	2023	74%	74%	83%	-	80%	85%	-	-	-	-	45%	72%	63%
	2022	72%	72%	77%	*	67%	83%	-	*	-	-	18%	70%	20%
	2021	71%	72%	85%	*	74%	89%	-	*	-	*	31%	75%	60%
At Meets Grade Level or Above	2024	35%	17%	69%		61%	73%				88%	23%	60%	33%
	2023	56%	56%	69%	-	65%	75%	-	-	-	-	15%	62%	25%
	2022	55%	55%	68%	*	58%	74%	-	*	-	-	18%	60%	0%
	2021	57%	57%	76%	*	64%	83%	-	*	-	*	19%	65%	40%

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Masters Grade Level	2024	1%	1%	4%		0%	5%				25%	0%	4%	0%
	2023	9%	8%	11%	-	11%	12%	-	-	-	-	0%	5%	0%
	2022	9%	8%	14%	*	9%	18%	-	*	-	-	0%	10%	0%
	2021	11%	10%	17%	*	12%	18%	-	*	-	*	0%	4%	0%
<b>End of Course Algebra I</b>														
At Approaches Grade Level or Above	2024	79%	45%	84%	100%	80%	85%				100%	59%	78%	73%
	2023	78%	76%	84%	100%	85%	83%	-	-	-	67%	67%	84%	88%
	2022	76%	75%	79%	*	67%	88%	-	*	*	*	55%	65%	75%
	2021	73%	66%	83%	*	76%	90%	-	*	-	*	50%	77%	60%
At Meets Grade Level or Above	2024	78%	40%	45%	67%	32%	54%				67%	18%	30%	20%
	2023	45%	41%	26%	0	29%	27%	-	-	-	17	8%	23%	13%
	2022	43%	39%	45%	*	29%	59%	-	*	*	*	25%	30%	50%
	2021	41%	33%	55%	*	48%	61%	-	*	-	*	0%	42%	20%
At Masters Grade Level	2024	25%	21%	25%	17%	15%	30%				67%	9%	16%	7%
	2023	24%	20%	5%	0	3%	6%	-	-	-	17	0%	2%	0%
	2022	27%	23%	22%	*	9%	36%	-	*	*	*	5%	10%	13%
	2021	23%	18%	31%	*	27%	34%	-	*	-	*	0%	25%	20%
<b>End of Course Biology</b>														

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Approaches Grade Level or Above	2024	81%	81%	92%	100%	87%	96%				100%	82%	88%	80%
	2023	89%	89%	92%	86%	90%	96%	-	-	-	88%	77%	88%	75%
	2022	83%	84%	94%	*	90%	96%	-	*	-	-	50%	90%	86%
	2021	82%	80%	91%	*	83%	95%	-	*	-	*	56%	79%	80%
At Meets Grade Level or Above	2024	58%	58%	61%	50%	49%	68%				100%	36%	44%	33%
	2023	57%	58%	52%	86	41%	59%	-	-	-	63	21%	40%	17%
	2022	55%	55%	72%	*	63%	78%	-	*	-	-	17%	69%	57%
	2021	55%	52%	69%	*	48%	84%	-	*	-	*	6%	53%	40%
At Masters Grade Level	2024	19%	19%	12%	17%	7%	16%				17%	5%	6%	0%
	2023	22%	22%	11%	0	4%	15%	-	-	-	13	3%	5%	0%
	2022	21%	22%	25%	*	14%	34%	-	*	-	-	0%	15%	0%
	2021	22%	20%	25%	*	11%	34%	-	*	-	*	0%	12%	0%
<b>End of Course U.S. History</b>														
At Approaches Grade Level or Above	2024	95%	96%	97%		96%	97%					90%	95%	75%
	2023	95%	95%	97%	-	95%	98%	-	-	-	-	85%	96%	86%
	2022	89%	89%	99%	*	96%	100%	-	*	-	*	100%	100%	*
	2021	88%	88%	93%	*	92%	93%	-	-	-	*	47%	87%	*

Navarro ISD	School Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Dis	EB/EL
At Meets Grade Level or Above	2024	69%	70%	70%		60%	77%					25%	59%	25%
	2023	71%	71%	81%	-	68%	91%	-	-	-	-	31%	73%	29
	2022	68%	68%	84%	*	67%	94%	-	*	-	*	25%	69%	*
	2021	69%	68%	85%	*	80%	90%	-	-	-	*	27%	68%	*
At Masters Grade Level	2024	37%	38%	30%		24%	37%					10%	17%	0%
	2023	39%	40%	42%	-	27%	53%	-	-	-	-	0%	29%	14
	2022	42%	42%	54%	*	37%	63%	-	*	-	*	8%	38%	*
	2021	43%	41%	57%	*	44%	68%	-	-	-	*	0%	37%	*

## Student Learning Strengths

### Achievement Strength Areas:

- There is a high participation rate for students taking the ACT, SAT and TSI.
- 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 1 (Prioritized):** 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. **Root Cause:** 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.

**Problem Statement 2 (Prioritized):** The district performance in Mathematics has shown a decline across grade levels. This is attributed to a lack of alignment in both instructional materials and common assessments. **Root Cause:** Students missed vital mathematics instruction as a result of COVID school closures and they need additional time to learn foundational skills to excel in upper level math courses. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.



# District Processes & Programs

## District Processes & Programs Summary

### Instructional and Curricular Support Programs

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

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

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

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

## Personnel

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

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

## District Processes & Programs Strengths

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

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Human resource records are kept in paper files, which limits accessibility and takes up limited central office space. **Root Cause:** Systems have not been fully updated to utilize technology for automation and digitization due to established ways of doing things.

# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Existing facilities, staff allocations and programs are insufficient to support expected growth. **Root Cause:** 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.

**Problem Statement 2 (Prioritized):** 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. **Root Cause:** Diversity is not yet recognized across all campuses. Demographic data needs to be better utilized to identify this diversity.

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

**Problem Statement 4 (Prioritized):** 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. **Root Cause:** The community is not fully aware of all communication resources. There is a lack of congruent communication methods in delivery of information.

**Problem Statement 5 (Prioritized):** There is an increased demand for technology training and supports and updated technology equipment. **Root Cause:** 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 Problem Statements

**Problem Statement 1:** District Facilities approach building capacity for existing student population.

**Root Cause 1:** Increased growth and additional neighborhoods platted within the local area.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 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.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 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.

**Root Cause 3:** The community is not fully aware of all communication resources. There is a lack of congruent communication methods in delivery of information.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** A safety review has indicated that current facilities lack ADA compliance in some areas.

**Root Cause 4:** 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.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Current student enrollment numbers do show steady growth, and increased student enrollment is putting a strain on class sizes and facilities.

**Root Cause 5:** Increased affordable housing and development in the local area.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Current facilities will not adequately support our targeted population projections and program expansion needs.

**Root Cause 6:** 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.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** The district performance in Mathematics has shown a decline across grade levels. This is attributed to a lack of alignment in both instructional materials and

common assessments.

**Root Cause 7:** Students missed vital mathematics instruction as a result of COVID school closures and they need additional time to learn foundational skills to excel in upper level math courses. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Existing facilities, staff allocations and programs are insufficient to support expected growth.

**Root Cause 8:** 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.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 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.

**Root Cause 9:** Diversity is not yet recognized across all campuses. Demographic data needs to be better utilized to identify this diversity.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** There is an increased demand for technology training and supports and updated technology equipment.

**Root Cause 10:** 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.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** Student support and programs for the gifted and talented population are limited.

**Root Cause 11:** Program supports and processes for secondary students are limited.

**Problem Statement 11 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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



# Goals

Revised/Approved: September 18, 2023

**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)

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

**Evaluation Data Sources:** FIRST Rating, Positive Fund Balance, Balanced Budget.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Complete an independent financial audit with no exceptions or management issues. <b>Strategy's Expected Result/Impact:</b> Satisfactory audit report and verification of sound financial practices. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain Texas Comptroller's Platinum Designation for Financial Transparency. <b>Strategy's Expected Result/Impact:</b> Platinum Designation. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations. <b>Strategy's Expected Result/Impact:</b> Superior FIRST Rating <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July


Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Prepare a year budget with projections prepared with five year revenue assumptions. <b>Strategy's Expected Result/Impact:</b> Adopted budget and projections. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Post budget, check register, audit and financial reports on the district website. <b>Strategy's Expected Result/Impact:</b> Communication to parents and community concerning the financial status of the district. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Designate at least one penny (\$85,000) of tax rate to expected maintenance repairs/equipment. <b>Strategy's Expected Result/Impact:</b> Funding to support repairs and maintenance of district facilities and equipment. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Evaluate future refinancing opportunities of district debt service yearly. <b>Strategy's Expected Result/Impact:</b> Decrease debt schedule. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Develop financial guidelines for Parent/Teacher groups, Booster Clubs and other related funding groups. <b>Strategy's Expected Result/Impact:</b> Completed Financial Guidelines. <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July





Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Review the lag in current year values with School Board members yearly to maintain compliance with HB 3 indicators added to FIRST rating. <b>Strategy's Expected Result/Impact:</b> Meeting indicator 20 of the FIRST rating scale. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**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)

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

**Evaluation Data Sources:** Designated Fund Balance Project, Demographics Study, Completed District Improvements.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Update the existing demographics study to determine future growth projections within the school district boundaries. <b>Strategy's Expected Result/Impact:</b> Completed Demographics Study. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor the five year replacement/repair plan for facilities and capital equipment, making building improvements and purchasing equipment and vehicles as funds allow. <b>Strategy's Expected Result/Impact:</b> Updated plans; work orders, purchase order for upgrades or new equipment, building project management reports, completed repairs. <b>Staff Responsible for Monitoring:</b> Superintendent; Director of Operations; Facilities and Maintenance.  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Complete facilities improvements through designated Fund Balance as approved by the Board of Trustees. <b>Strategy's Expected Result/Impact:</b> Completed Facilities improvements. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase safety and security measures at all sites. <b>Strategy's Expected Result/Impact:</b> Installation of security cameras, Lock changes, security drills. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop a prioritized plan for facilities growth based on community input and campus needs, such as expansion of facilities associated with Fine Arts, Career and Technology Education, Athletics, etc. <b>Strategy's Expected Result/Impact:</b> Planning documents to outline future needs of the district as facilities are planned for future growth and development. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop a community and school based facilities planning committee to address growth needs in the district. <b>Strategy's Expected Result/Impact:</b> Committee structure to address facilities and planning needs of the district and build community buy in and transparency into the process. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Work with appropriate financial and marketing planners to provide information concerning Bond capacity for expansion and growth. <b>Strategy's Expected Result/Impact:</b> Identify Bond capacity and taxation capacity for planning and issuance of bonds to address district growth. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Identify potential real estate to address future growth and planning. <b>Strategy's Expected Result/Impact:</b> Acquire property for school district expansion based on area growth. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Develop Bond proposal to address growth needs. <b>Strategy's Expected Result/Impact:</b> Provide bond proposal to community for growth needs. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**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)

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide local, long distance and cellular (business use) phone access for administrators, teachers and staff. <b>Strategy's Expected Result/Impact:</b> Telephone and business access for communication purposes. <b>Staff Responsible for Monitoring:</b> Director of Technology  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				→
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Install, maintain, enhance or replace as necessary intra-campus and inter-campus connectivity, including cabling, networking equipment and wireless access. <b>Strategy's Expected Result/Impact:</b> Increased access, reliability and support of network access and wireless communication for district and student devices. <b>Staff Responsible for Monitoring:</b> Director of Technology  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				→
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain and review minimum guidelines and standards for network and classroom infrastructure, hardware purchases, implementation , maintenance and replacement. <b>Strategy's Expected Result/Impact:</b> Ensure classroom technology and network technologies are in alignment to support consistency in maintenance of service, replacement of equipment and support for training. <b>Staff Responsible for Monitoring:</b> Director of Technology  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				→

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Identify and maintain recommended systems for a district wide backup storage and security. <b>Strategy's Expected Result/Impact:</b> Nightly backup processes for business operations and critical district data. <b>Staff Responsible for Monitoring:</b> Systems Administrator  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Maintain support of the district wide power management solution. <b>Strategy's Expected Result/Impact:</b> Ensure district data is not lost due to power issues and maintain an operable and reliable network system for all end users. <b>Staff Responsible for Monitoring:</b> Network Administrator  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Maintain existing district wide security measures for technology and technology systems and provide additional supports as identified. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Network and Systems Administrator	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide necessary human resources to facilitate technology as an integral part of administration and instructional systems. <b>Strategy's Expected Result/Impact:</b> Maintenance of Human Resources to support the integrity of district systems, address maintenance and support issues, provide training in use of district systems. Improve the seamless use and maintenance of network and end user devices. <b>Staff Responsible for Monitoring:</b> Director of Technology	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Maintain support and resources for 1:1 technology devices for students Grades PreK-12 and all classroom teachers. <b>Strategy's Expected Result/Impact:</b> Support student college and career readiness. Promote the integration and appropriate use of technology. <b>Staff Responsible for Monitoring:</b> Director of Technology	Formative			Summative
	Oct	Jan	Apr	July
				➔

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Provide consistent outline of technology needs, accomplishments and budgetary items for long term planning. <b>Staff Responsible for Monitoring:</b> Director of Technology	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Upgrade and maintain a consistent District Wide Storage Area Network (SAN)  <b>Strategy's Expected Result/Impact:</b> Upgrade current (SAN) to enable current security protocols to prevent data loss. <b>Staff Responsible for Monitoring:</b> Network and Systems Administrator	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide training and support for teachers in utilizing One Drive and Google Drive to support off-site backup storage for teacher and classroom files that are not considered part of student permanent records. <b>Strategy's Expected Result/Impact:</b> Maintain data security. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Secure Technology Consultant for replacement of campus technologies associated with Projection and Video systems. <b>Strategy's Expected Result/Impact:</b> Upgrades campus equipment. <b>Staff Responsible for Monitoring:</b> Director of Technology	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Conduct a network security audit for potential vulnerabilities within system security. <b>Strategy's Expected Result/Impact:</b> Network Schematic and upgraded security for system data. <b>Staff Responsible for Monitoring:</b> Network Administrator	Formative			Summative
	Oct	Jan	Apr	July
				





Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Maintain a Unified endpoint management (UEM) system that will enable us to secure and control desktop computers, laptops, and tablets in a connected, cohesive manner from a single console. <b>Strategy's Expected Result/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Director of Technology; System Administrator	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Complete and implement the Navarro ISD Cybersecurity Policy. <b>Strategy's Expected Result/Impact:</b> Ensure network and cyber security for district systems. <b>Staff Responsible for Monitoring:</b> Network Administrator; Director of Technology; Systems Administrator	Formative			Summative
	Oct	Jan	Apr	July
				➔
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>➔ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**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)

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

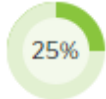
**Evaluation Data Sources:** Completed Crisis Management Plan with documented drills, New Facilities Planning and development, Completed facilities projects, development of policy and procedures to ensure safe learning environments, programs for health and wellness promotion.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Appetegy/Thrillshare (electronic call out system) for timely messages concerning emergencies or important district announcements. <b>Strategy's Expected Result/Impact:</b> Maintain communication with parents and community in a timely manner. <b>Staff Responsible for Monitoring:</b> Director of Communications  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Ensure safety and security of students, staff and campuses. <b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Operations  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Meet state guidelines, maintain healthy learning environment for students. ensure community support and input into student health and wellness programs. <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Participate in Red Ribbon week and other campus-based drug, bullying, and suicide prevention awareness activities. <b>Strategy's Expected Result/Impact:</b> Promote drug free, bullying and suicide prevention among students of all ages. <b>Staff Responsible for Monitoring:</b> Campus Counselors  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Promote healthy life choice for students. <b>Staff Responsible for Monitoring:</b> Counselors; SHAC; Food Services Coordinator  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide for a clean, safe learning environment through well managed maintenance and custodial services to reduce contagions and maintain a sanitary and orderly school environment. <b>Strategy's Expected Result/Impact:</b> Ensure safe learning and working environments for students, staff, parents and community. <b>Staff Responsible for Monitoring:</b> Director of Operations  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Deliver cyber education lessons to all students concerning cyber-bullying and internet safety. <b>Strategy's Expected Result/Impact:</b> Documented lessons plans for K-12 classrooms that are vertically aligned to ensure internet safety is taught on an age-appropriate, consistent basis. <b>Staff Responsible for Monitoring:</b> Director of Technology, Instructional Technologists, Chief Academic Officer, Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Comply with all CIPA (Children's Internet Protection Act) requirements. <b>Strategy's Expected Result/Impact:</b> Meet federal guidelines for student online safety and security. <b>Staff Responsible for Monitoring:</b> Director of Technology  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Ensure compliance with State and Federal laws concerning the School Lunch and Free and Reduced lunch programs. <b>Strategy's Expected Result/Impact:</b> Compliance with state and federal laws; Free and Reduced lunch applications and qualification; Reimbursements from state and federal sources. <b>Staff Responsible for Monitoring:</b> Food Services Director  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Conduct a safety and security audit concerning emergency procedures and drills on a three year cycle. <b>Strategy's Expected Result/Impact:</b> Ensure all possible measures are being examined in order to provide for a safe and secure learning environment. <b>Staff Responsible for Monitoring:</b> Director of Operations  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Contract with the Guadalupe County Sheriffs Office to provide a Deputy to monitor all campuses on a daily basis. <b>Strategy's Expected Result/Impact:</b> Provide consistent security for all Navarro ISD campuses, faculty, students and staff. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Participate in county emergency management procedures and activities. <b>Strategy's Expected Result/Impact:</b> Preparedness for emergency situations. <b>Staff Responsible for Monitoring:</b> Superintendent; Director of Operations  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> 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. <b>Strategy's Expected Result/Impact:</b> Ensure the safety and security of campus and district sites. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations, Secretaries  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to: Bullying education, Reporting of Sexual abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, Reporting of Neglect or physical abuse, and Blood Borne Pathogens Education. <b>Strategy's Expected Result/Impact:</b> Meet state and federal training requirements. <b>Staff Responsible for Monitoring:</b> Director of Human Resources, Chief Academic Officer, Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Activate the Mental Health Assessment Team as needed to respond to district needs. <b>Strategy's Expected Result/Impact:</b> Maintain the assessment team to review potential issues as related to student safety and security. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Evaluate Crisis Management Plans and make necessary adjustments or changes to accommodate district needs and responses to identified situations. <b>Strategy's Expected Result/Impact:</b> Revision of the crisis management plan. Provide detailed information for faculty and staff to assist in responses to crisis situations. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July

Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Continue to support the Training for Teachers and Staff on the ALICE protocol for Active Shooters. <b>Strategy's Expected Result/Impact:</b> Ensure the safety and security of all Navarro ISD stakeholders in the event of a shooting. <b>Staff Responsible for Monitoring:</b> Director of Operations, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Provide continuing education to all students in ALICE protocol for Active Shooters. <b>Strategy's Expected Result/Impact:</b> Provide students with the necessary training to and resources to increase safety measures in the event of a shooting incident. <b>Staff Responsible for Monitoring:</b> Superintendent and Director of Operations	Formative			Summative
	Oct	Jan	Apr	July
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Train all faculty and staff on Stop the Bleed annually. <b>Strategy's Expected Result/Impact:</b> Ensure that all faculty and staff are able to access and utilize a Stop the Bleed kit in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations, District RN	Formative			Summative
	Oct	Jan	Apr	July
Strategy 20 Details	Reviews			
<b>Strategy 20:</b> Develop a plan for meeting state guidelines for training all 7-12th grade students annually on Stop the Bleed. <b>Strategy's Expected Result/Impact:</b> Ensure that students in grades 7-12 are trained annually based on state requirements. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations, District RN	Formative			Summative
	Oct	Jan	Apr	July
Strategy 21 Details	Reviews			
<b>Strategy 21:</b> Implement required COVID 19 and other communicable disease safety measures to support health and safety of all students. <b>Strategy's Expected Result/Impact:</b> Maintain health and safety measures to prevent the spread of COVID 19 and other communicable diseases. <b>Staff Responsible for Monitoring:</b> Director of Operations, Superintendent, Campus Principals, District RN	Formative			Summative
	Oct	Jan	Apr	July
Strategy 22 Details	Reviews			
<b>Strategy 22:</b> Identify funding and project plan to address ADA non-compliance of facilities. <b>Strategy's Expected Result/Impact:</b> Provide ADA access as required. <b>Staff Responsible for Monitoring:</b> Director of Operations, Superintendent  <b>Equity Plan</b>	Formative			Summative
	Oct	Jan	Apr	July
	 25%			



No Progress



Accomplished



Continue/Modify



Discontinue

**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)





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

**Evaluation Data Sources:** Employees, Administrative, Parent and community activities documented through advertisements, social media connections, online communication tools and newspaper announcements.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the district website, Parent Square, and campus marquees to inform parents and community members of upcoming events and provide access to district information to allow for financial and accountability transparency. <b>Strategy's Expected Result/Impact:</b> Promote communication <b>Staff Responsible for Monitoring:</b> Communications Director  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update the district website and master calendar weekly and monitor campus websites for accuracy. <b>Strategy's Expected Result/Impact:</b> Promote communication <b>Staff Responsible for Monitoring:</b> Communications Director  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use social media as a means of outbound communication with faculty, parents, and community (i.e Facebook) to promote district activities, events and announcements. <b>Strategy's Expected Result/Impact:</b> Promote communication. <b>Staff Responsible for Monitoring:</b> Communications Director, Campus Principals, Organization Sponsors  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Offer Parent Education nights addressing key issues, to include but not limited to, Special Programs, Educational Support options, College Applications, Online Safety, and topics related to student instructional, community and social needs.  <b>Strategy's Expected Result/Impact:</b> Increase parent and community engagement and awareness of services and provide resources for parents to support student learning at home. Build relationships with parents to foster a positive home to school connection. Meeting Title III requirements for engagement activities that improve English Language Skills (BICS), improve Academic Language (CALP), help parents become active in the education of their students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Special Education Director, ESL Specialists, Campus Principals  <b>Title I:</b> 2.6, 4.1, 4.2	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Maintain systems to support the acquisition, transmittal and analysis of student performance data to support instructional improvement. Ensure parents are able to access state assessment scores through the texasassessment.gov parent portal site.  <b>Strategy's Expected Result/Impact:</b> Provide consistent and reliable methods of delivering data to support instruction. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, PEIMS Coordinator, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Expand communication with parents and community partners through single sign on technology to increase student performance, community engagement and school to home communications.  <b>Strategy's Expected Result/Impact:</b> Improve home to school communications. <b>Staff Responsible for Monitoring:</b> Technology Director	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide services and support to facilitate communication for human resources, business operations, strategic planning and employee collaboration district-wide.  <b>Strategy's Expected Result/Impact:</b> Ensure district stakeholders are included in the planning processes to build a better school system. <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Apr	July




Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Conduct an evaluation of systemic communication programs and services to facilitate parent communication, school communication, district communication and employee communication that can transcend beyond strictly online access. <b>Strategy's Expected Result/Impact:</b> Increase communication. <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Conduct yearly meetings with parents at all Title I campuses to provide an overview of services and supports provided by Title I funds. <b>Strategy's Expected Result/Impact:</b> Title I ESSA Compliance <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Title I:</b> 4.1	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**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)

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** The district will continue to promote healthy eating choices for all students and meet compliance with Federal and State food service regulations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work closely with SHAC to provide nutritious and appealing breakfast and lunch choices for students. <b>Strategy's Expected Result/Impact:</b> Provide health and inviting lunch choices for all students. <b>Staff Responsible for Monitoring:</b> Food Services Director	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review state and federal guidelines for breakfast and lunch components and provide lunch choices that meet nutrition and calorie guidelines per the US Department of Agriculture. <b>Strategy's Expected Result/Impact:</b> Meet state and federal guidelines for the school lunch program. <b>Staff Responsible for Monitoring:</b> Food Services Director	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with campuses and the Instructional Services office in identifying students qualifying for the Free and Reduced Lunch program. <b>Strategy's Expected Result/Impact:</b> Promote student identification for the lunch program. <b>Staff Responsible for Monitoring:</b> Food Services Director, District PEIMS Coordinator	Formative			Summative
	Oct	Jan	Apr	July
				



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain a safe working environment within the cafeteria setting for workers and students. <b>Strategy's Expected Result/Impact:</b> Maintain a safe and secure working environment. <b>Staff Responsible for Monitoring:</b> Food Services Director	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide catering services to support meetings, student birthday celebrations and district events. <b>Strategy's Expected Result/Impact:</b> Provide healthy eating choices to students and staff and support district financial needs in food services. <b>Staff Responsible for Monitoring:</b> Food Services Director	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**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)





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

**HB3 Goal**

**Evaluation Data Sources:** District Staff Development Calendar, PLC Planning Time on Campus Master Schedule

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District Administrative Team will strategically plan District Staff Development days within the district calendar to support curriculum planning, alignment and researched best practices. <b>Strategy's Expected Result/Impact:</b> Increase student performance across classrooms and across grade levels. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Program Directors and Specialists, Instructional Coaches  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PLC vertical and horizontal alignment teams will meet in professional development grouping and throughout the school year at designated times within the campus schedule. <b>Strategy's Expected Result/Impact:</b> Ensure consistent curriculum delivery and instruction for all students. Provide planning time to teachers and staff. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches  <b>Title I:</b> 2.4, 2.5 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to obtain professional development and content alignment time to address high need areas such as Reading, Math and Writing for Special Education, ESL, and Economically Disadvantaged students. <b>Strategy's Expected Result/Impact:</b> Develop a working academic calendar to support all student and staff needs. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Plan administrative PLC meetings to address instructional needs of the district. <b>Strategy's Expected Result/Impact:</b> Focus on instructional goals for the district and campuses to improve student performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> PLC Teams will be monitored throughout the school year to provide support in data analysis, progress monitoring and interventions for at-risk or high needs students. <b>Strategy's Expected Result/Impact:</b> Provide planning time for horizontal alignment, consistency of delivery of instructional objectives and support at-risk students. Improve student performance and consistency of curriculum delivery. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop a plan for all K-3 teachers and principals to complete the HB3 Reading Academies. <b>Strategy's Expected Result/Impact:</b> Teacher and Principal enrollment in the K-3 Reading Academy <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	July



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide staff development in-service days to support the comprehensive model associated with the mandatory HB3 Reading Academies for all K-3 teachers. <b>Strategy's Expected Result/Impact:</b> Staff Development Calendar and academic calendar options to support staff training and in-service. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.4	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Allocate funding to support the implementation of the HB3 Reading Academies. <b>Strategy's Expected Result/Impact:</b> Ability to provide payment for the comprehensive and blended models of training for the HB3 Reading Academies. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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)



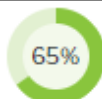




**Performance Objective 2:** The district will support Professional Learning Communities (PLC) collaboration and tracking of student progress through the use of common assessment data, MAP data, STAAR data, progress monitoring data and classroom instructional data.

### HB3 Goal

**Evaluation Data Sources:** Usage reports, RtI placements, progress monitoring reports, tutorial schedules and test results of students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize and support Measures of Academic Progress (MAP) testing in Math, Reading, Writing, Grades K-5 and 5th grade Science to measure achievement levels as they are tied to RtI, student learning needs, current TEKS readiness, potential STAAR performance, College Readiness and diagnostic data for teachers to focus on gaps in student learning. <b>Strategy's Expected Result/Impact:</b> Identify learning gaps to address individual student needs. Improve student academic performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development to teachers and staff in working with assessments, applying results to classroom instruction, monitoring students within the RTI structure, progress monitoring and testing procedures. <b>Strategy's Expected Result/Impact:</b> Provide teachers with training and tools necessary to support struggling students and fill instructional learning gaps. Improve student performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Technologists, Instructional Coaches  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Budget funding to support the assessment program. <b>Strategy's Expected Result/Impact:</b> Provide assessment program to monitor student performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Work with PLC teams to analyze student performance data including STAAR Data, MAP Data, classroom common assessments, and instructional data to make informed decisions about individualized student supports including RtI, student progress and growth, advanced placement or advanced academic opportunities and lesson planning. <b>Strategy's Expected Result/Impact:</b> Ensure accurate data assessment to support student learning. Address individual student learning needs. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals.  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue to use Benchmark assessments at appropriate grade levels to measure classroom alignment with curriculum standards. <b>Strategy's Expected Result/Impact:</b> Measure student performance on learning objectives. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Use Eduphoria Aware to develop common assessments for Semester or Six week exams to measure student progress across classrooms and PLC teams. <b>Strategy's Expected Result/Impact:</b> Measure student performance among same subject area classrooms for consistency in academic achievement across classroom environments. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Focus staff development efforts with teachers on the use of District purchased curriculum, pacing guides, instructional resources and alignment of content. <b>Strategy's Expected Result/Impact:</b> Designated staff development to support effective implementation of the TCMPC and expansion of the program to include district created content for specials. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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)

**Performance Objective 3:** The district will maintain or increase compensation for district employees relative to regional districts.

**Evaluation Data Sources:** Yearly salary review. Staff retention rates.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Propose adjustments to current salaries based on input from the Navarro ISD Compensation Task Force. <b>Strategy's Expected Result/Impact:</b> Increased compensation and improved staff retention. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and Director of Payroll and Benefits.  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Set aside funds for increased compensation within the proposed FY26 budget. <b>Strategy's Expected Result/Impact:</b> Increased compensation within fiscal limitations and improved staff retention. <b>Staff Responsible for Monitoring:</b> Superintendent; Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain or improve employee satisfaction with the district benefits package. <b>Strategy's Expected Result/Impact:</b> Improved employee recruitment and retention.. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and Director of Payroll and Benefits	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement the Teacher Incentive Allotment (TIA). <b>Strategy's Expected Result/Impact:</b> Increased compensation for highly effective teachers. Increased retention rate. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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)

**Performance Objective 4:** The district will continue to support new teachers entering the district through the Professional Educator Induction Program. In addition, a New Teacher Mentoring program will be implemented to provide a mentor teacher for all new teachers.

**Evaluation Data Sources:** Completion of training sessions, new teachers in programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold a New Educator Orientation training yearly allowing New employees to connect with campus mentors, receive introductory training on campus programs and services and receive technology training on district resources. <b>Strategy's Expected Result/Impact:</b> Ensure a smooth transition for new teachers into the Navarro ISD family. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Mentors will be assigned to teachers in their first year of teaching. <b>Strategy's Expected Result/Impact:</b> Provide support and reinforcement for new teachers to the profession. Build stronger teachers. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor new teachers through classroom observations and walk-throughs. <b>Strategy's Expected Result/Impact:</b> Monitor consistency of new employees w with district and campus instructional goals. Provide support for teachers new to the district. <b>Staff Responsible for Monitoring:</b> Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July








Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Designate funding and training support for new employees and teachers in Explicit Instruction and the Fundamental 5.  <b>Strategy's Expected Result/Impact:</b> Maintain consistent support for instructional delivery, differentiation and meeting the needs of individual students. Alignment with district goals and initiatives for instructional delivery. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**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)

**Performance Objective 5:** The district will utilize Instructional Technology Specialists to support teacher use of technology and integration in the classroom. These specialists will provide relevant training on integration best practices and create/manage a Curriculum HUB where all staff can access on-demand training.

**Evaluation Data Sources:** Implementation progress on the Technology Integration Plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the Technology Integration Matrix (TIM) Model to support an interactive student learning environment and technology integration into the standard curriculum. <b>Strategy's Expected Result/Impact:</b> Measure teacher proficiency levels with technology in the classroom. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Revise and monitor the scope and sequence of technology concepts and skills based on the Technology Applications TEKS and ISTE NETS within the curriculum using the Technology Integration Matrix as a guide. <b>Strategy's Expected Result/Impact:</b> Integration of Technology Applications TEKS into the Scope and Sequence of K-8 courses. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development opportunities aligned to the ISTE Teacher and Administrator Standards and the T-TESS and T-PESS technology expectations. <b>Strategy's Expected Result/Impact:</b> Provide staff development that meets teachers needs for continual improvement in the classroom. <b>Staff Responsible for Monitoring:</b> Instructional Technologists, Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Enable all students to demonstrate solid proficiency and independent use of technology supporting academic achievement and college and career readiness. <b>Strategy's Expected Result/Impact:</b> Increased learning opportunities through online resources, college and career readiness, instructional supports anywhere anytime per District Technology Plan outlines. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Principals, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Customize professional development to meet teacher/staff needs in real time to support teacher comfort levels of technology that best support student learning needs. <b>Strategy's Expected Result/Impact:</b> Increased use of technology in the classroom that supports academic rigor and lifelong learning practices. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Technologists, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide summer training academies the within district to address continuing education needs of teachers and staff. <b>Strategy's Expected Result/Impact:</b> Provide technology and curriculum training to staff. <b>Staff Responsible for Monitoring:</b> Instructional Technologists, Instructional Coaches, Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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)

**Performance Objective 6:** Develop and implement a recruitment and retention plan.

**Evaluation Data Sources:** Vacancies, turnover rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaboratively develop a Panther PROfile that defines the characteristics of Navarro ISD teachers and other staff. <b>Strategy's Expected Result/Impact:</b> Improve the match between the District environment and goals and candidates selected in the hiring process. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct a series of "stay interviews" to identify what keeps effective teachers in the district. <b>Strategy's Expected Result/Impact:</b> Improved teacher retention. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Expand number and geographic reach of job fairs attended by district personnel. <b>Strategy's Expected Result/Impact:</b> Increase pool of applicants for posted positions. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand reach and appeal of job postings by adding additional sources and reviewing post content. <b>Strategy's Expected Result/Impact:</b> Increase pool of applicants for posted positions. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July


Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identify instructional strategies and alternative staffing solutions that support active classroom teacher participation in an online format as needed to fill vacancies. <b>Strategy's Expected Result/Impact:</b> Provide instruction by certified teachers in all classrooms, including high need areas. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Maintain an adequate pool of qualified substitute teachers and deploy them efficiently and effectively through the use of Frontline Absence Management (AESOP). Review recruitment, compensation, training, and deployment processes. <b>Strategy's Expected Result/Impact:</b> Increase pool of substitute teachers and ensure classrooms and student services are covered when teachers and paraprofessionals are absent. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**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)

**Performance Objective 7:** The district will continue to provide in-district and out-of-district staff development opportunities to meet the needs of all staff, and documentation systems will be used to show evidence that 100% of certified staff have attended professional learning in their content area(s).

**Evaluation Data Sources:** Eduphoria reports. Staff Development Offerings. Out of district staff development attendance.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide technology training to increase the effective use of technology with students in classrooms. Specifically supporting 1:1 initiatives in the district aligned to the Technology Literacy and Proficiency Program. <b>Strategy's Expected Result/Impact:</b> Technology training provided in-district through Instructional Technologist; Increase participation in technology and training opportunities. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Director of Technology, Instructional Technologists  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented, Special Education, ESL Program and Technology integration in the classroom. <b>Strategy's Expected Result/Impact:</b> Ensure that appropriate In-District training in differentiated instruction meets individual student needs. Improve student performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Technologists, GT Specialist, ESL Specialist, Instructional Coaches  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide behavior modification/restraint (CPI) training for special education staff and others on a yearly basis. <b>Strategy's Expected Result/Impact:</b> Ensure staff is accurately trained for behavior modification and or restraint. <b>Staff Responsible for Monitoring:</b> Special Education Director  <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July


Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Coordinate with ESC Region 13 and Region 20 to provide staff development and assistance in the areas of state and federal compliance, ESL, ESL Certification, migrant, homeless, CTE and Special Education. <b>Strategy's Expected Result/Impact:</b> Full compliance with state and federal regulations. Increase number of teachers with ESL certification. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Allocate funding and district resources to teachers and staff to attend staff development in district or out of district to meet individual content area needs especially in the areas of ESL, Economically Disadvantaged and Special Education. <b>Strategy's Expected Result/Impact:</b> Increase teacher tools to support struggling learners. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds, - Title II Funds - 255 13 6411 00 999 6 99 0 00 - \$17,000	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize district funds to provide intensive training to teachers and staff to increase student reading, math and science performance for Economically disadvantaged students, ESL students and Special Education students. <b>Strategy's Expected Result/Impact:</b> Provide a standardized method across the district to support reading and writing in all subject areas for struggling students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




**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)

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

**Evaluation Data Sources:** Program reports, activity reports, purchase orders.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use data from Frontline Absence Management (AESOP) to monitor and address employee absences in order to reduce staff absences, increase delivery of instruction to students, decrease overtime, and decrease campus substitute payroll. <b>Strategy's Expected Result/Impact:</b> Decrease loss of instructional time and increased costs due to employee absences. <b>Staff Responsible for Monitoring:</b> Manager of Payroll and Benefits, Assistant Superintendent of Human Resources and School Leadership <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas. <b>Strategy's Expected Result/Impact:</b> Provide necessary Human Resources to support instructional programs. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Chief Financial Officer, Superintendent <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold monthly counselor meetings to discuss counseling priorities, counseling services, legislative updates, student mental health issues, threat assessments, program accommodations and at-risk student interventions. <b>Strategy's Expected Result/Impact:</b> Provide consistent counseling services. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hold monthly Special Education meetings with teachers and staff to review compliance training, local resources, group problem solving and program interventions for at-risk students. <b>Strategy's Expected Result/Impact:</b> Maintain consistent special education services. <b>Staff Responsible for Monitoring:</b> Special Education Director  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Allocate funding and resources to the Pegasus /PPCD program to serve children ages 3-4 in the district. <b>Strategy's Expected Result/Impact:</b> Maintain and grow PPCD program and support child find to support student needs. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Eduphoria to monitor staff development, student assessment, work orders and employee evaluations. <b>Strategy's Expected Result/Impact:</b> Maintain internal data warehouse. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Academic Officer, Director of Operations, Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide access to the TEKS Resource system to support instructional focus, year at a glance and curriculum support materials. <b>Strategy's Expected Result/Impact:</b> Maintain consistent curriculum across all campuses and within the district. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Technology Services  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				➔
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Allocate funding and provide access to TEKS Pacing Guides and Training Support for teachers in the use of the District approved curriculum to ensure vertical and horizontal curricular alignment. <b>Strategy's Expected Result/Impact:</b> Purchase of pacing guides; Staff Development Sessions; Region XX contract support. Curriculum Alignment documents. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Maintain a single sign on solution to support teacher, staff and student access to district instructional and professional resources. <b>Strategy's Expected Result/Impact:</b> Support ease of online instructional resources access. Limit password changes; increase security for online systems. <b>Staff Responsible for Monitoring:</b> Director of Technology, Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Work collaboratively with the Educational Service Center to provide staff development in curriculum alignment and use of resources associated with the district approved Literacy Plan for grades K-5. <b>Strategy's Expected Result/Impact:</b> Literacy reports from ESC Region; Region Contracts, Teacher training, Curriculum documents, Literacy Committee Feedback. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Allocate funding and support to continue the implementation and monitoring of Explicit Instruction strategies and the Fundamental 5. <b>Strategy's Expected Result/Impact:</b> Scheduled Training sessions; Sign in Sheets; Walk Through and Evaluation Documentation; Student/School Progress in Accountability. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	July
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Allocate funding and work collaboratively with the Education Service Center Region 20 to complete a Math Alignment Guide for grades K-12. <b>Strategy's Expected Result/Impact:</b> Math instructional alignment across campuses and grade levels. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Coach	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Increase instructional support to teachers and staff in the use of classroom technologies to support student learning and experiences. <b>Strategy's Expected Result/Impact:</b> Increase technology integration across campuses. <b>Staff Responsible for Monitoring:</b> Director of Technology, Chief Academic Officer, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
				



No Progress



Accomplished



Continue/Modify








Discontinue

**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)

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

**Evaluation Data Sources:** Turn over ratio; Addition of personnel in key areas.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prioritize district needs based on classroom and program needs. <b>Strategy's Expected Result/Impact:</b> Increase Personnel allocations; meet instructional needs. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify funding, support and need to enhance staffing to support a growing Special Education program. <b>Strategy's Expected Result/Impact:</b> Increase staff to support a growing instructional population. <b>Staff Responsible for Monitoring:</b> Academic Services Department, Special Education Director	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Expand CTE staff that supports program growth while ensuring quality instruction and safety standards in specialized labs and shops. <b>Strategy's Expected Result/Impact:</b> CTE Program Expansion, Staffing Allocations, Classroom caps determined by level of risk for CTE courses requiring specialized labs or shops <b>Staff Responsible for Monitoring:</b> Director of CTE, Campus Administrators, Counselors  <b>Title I:</b> 2.5, 2.6 - Results Driven Accountability <b>Funding Sources:</b> - CTE Funds - 11-611X-XX-XXX-XX-22-X-XX - \$60,000	Formative			Summative
	Oct	Jan	Apr	July





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Identify funding and support for Technology Personnel to meet the increased needs and expansion of technology resources within the district. <b>Strategy's Expected Result/Impact:</b> Increase Technology Support; Increase Personnel Allocations; Provide support for technology resources. <b>Staff Responsible for Monitoring:</b> Technology Department	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identifying funding and support for the expansion of the Pre-Kindergarten Program to full day classes for qualifying students. <b>Strategy's Expected Result/Impact:</b> Full day Pre-Kindergarten Program. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Expand personnel to support specialized instruction such as Dyslexia, Mental Health First Aid and Individualized student learning needs. <b>Strategy's Expected Result/Impact:</b> Increase of Personnel. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**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)

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

**Evaluation Data Sources:** Professional development records;

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Mental Health Assessment team will identify and select key staff development sessions to support teacher knowledge of mental health. <b>Strategy's Expected Result/Impact:</b> Increase awareness of mental health; identify staff development to support mental health; identify student programs. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify community and parent educational sessions to assist parents in understanding student mental health issues, supports and services. <b>Strategy's Expected Result/Impact:</b> Increase parent and community services to support mental health and wellness for students. <b>Staff Responsible for Monitoring:</b> Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain the use of an anonymous reporting system for students, teachers, staff and community as related to mental health concerns, suicide prevention and bullying prevention within the schools. <b>Strategy's Expected Result/Impact:</b> Provide anonymous reporting for students to support a need. (StopIt Program) <b>Staff Responsible for Monitoring:</b> Campus Principals, Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

**Performance Objective 1:** Use Response to Intervention (RtI) structure across all campuses and provide on-going training for intervention staff and support teachers to ensure quality, targeted instruction for at-risk learners.

**Evaluation Data Sources:** Professional Development Offered to support RtI Implementation  
 RtI team meeting logs  
 Progress Monitoring data - LLI, Amplify Boost, Reading Plus, Apex,  
 MAP assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review district data sources RDA, STAAR, System Safeguards, Benchmarks, formative assessments, and MAP assessment Data to identify at-risk or instructional need areas for students and apply the appropriate interventions to support the individual learning needs based on district resources and tools provided in the RtI manual. <b>Strategy's Expected Result/Impact:</b> Use of Data sources; selected targeted interventions. Increase student performance. Meet instructional needs of struggling learners. Improve learning gaps. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.4, 2.6 <b>- Results Driven Accountability</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development and classroom support for teachers in implementing the full RTI structure. <b>Strategy's Expected Result/Impact:</b> Ensure the appropriate application of RtI process; ensure staff understanding of intervention and support services. Increase student achievement. Reduce learning gaps among students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support reading and math interventions through Title I staff at the Elementary. The Intermediate campus utilizes Title I for reading interventions. <b>Strategy's Expected Result/Impact:</b> Improve reading and math student performance. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Support reading intervention at the Intermediate campus through the use of Read 180 and System 44 for struggling students. <b>Strategy's Expected Result/Impact:</b> Improve reading skills for students. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support reading intervention at the Junior High and High School campuses through Reading Courses to accompany ELAR. <b>Strategy's Expected Result/Impact:</b> Improved Reading Levels of Struggling Readers; Increase test scores; course allocations' class lists. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide RtI time and scheduling during the school day. <b>Strategy's Expected Result/Impact:</b> Provide designated tutorial time on the campus master schedule to help reduce learning gaps for struggling learners. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Oct	Jan	Apr	July


Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide monitoring tools at the campus level to track student progress on learning objectives, to include but not limited to daily use of intervention systems by all students and specific intervention assignments provided to students needing to close learning gaps. <b>Strategy's Expected Result/Impact:</b> Improve student learning objectives and mastery of instructional content. Close learning gaps for students; provide teachers with tools to monitor student progress. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide designated staff members at the Elementary campus to support RtI reading and math. <b>Strategy's Expected Result/Impact:</b> RtI implementation <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Seek funding and state programming solutions to offer extended school year, tutorials or other supports for struggling students. <b>Strategy's Expected Result/Impact:</b> Improve student academic achievement among at-risk populations. <b>Staff Responsible for Monitoring:</b> Campus Principals, Chief Academic Officer  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)





**Performance Objective 2:** The district will continue to focus on the improvement of student performance outcomes on State assessments by showing at least a 10 percentage point increase in targeted student performance domains of meets and masters. The district target will be for all students to meet grade level performance standards on these assessments, while increasing the number of students that master grade level standards.

**HB3 Goal**

**Evaluation Data Sources:** Increase in student performance by 10 percentage points.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time. <b>Strategy's Expected Result/Impact:</b> Provide resources to support struggling learners. Provide resources to support accelerated learning and support students advancement. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development support or classroom instructional support in utilizing district progress monitoring tools such, STAR Reading, MAP, APEX, IXL, and other district provided instructional support resources. <b>Strategy's Expected Result/Impact:</b> Selection of Tools; documentation of student interventions. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Librarians, Instructional Technologists, Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to equip teachers with benchmark and common assessment resources and tools that track student progress toward reaching STAAR and College and Career Readiness performance targets. <b>Strategy's Expected Result/Impact:</b> Increase teacher usage of assessment resources and tools. Ensure PLCs groups are reviewing real time data, identifying learning and instructional gaps, adjusting instruction, and monitoring improvements. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, CTE Director, Principal, Academic Dean  <b>Funding Sources:</b> Assessment Resources & Tools - Local Funds, Industry Certification Practice Tests - CTE Funds - 199-11-6399-71-001-XX-22-0-00 GEN SUPP/COLLEGE & CAREER - \$15,000, You Science CTE Assessments - CTE Funds - 199-11-6399-71-001-XX-22-0-00 GEN SUPP/COLLEGE & CAREER - \$25,000, College Entrance Exam Preparation (ACT, SAT, TSIA) - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to support a standardized testing program for the district to assist teachers in properly tiering students into groups and help target specific instructional needs to improve testing performance. <b>Strategy's Expected Result/Impact:</b> Standardized/progress monitoring assessment program. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop a comprehensive three year plan addressing the ESL program that can be implemented district wide in all classrooms to best support ELL student learning needs. <b>Strategy's Expected Result/Impact:</b> Formalized plan to support ELL program learning and advancement. SIOP support, ELPS support and in class supports for ESL learners. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, District ESL Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement the classroom management and instructional support of Explicit Instruction in all classrooms. <b>Strategy's Expected Result/Impact:</b> Improved best practices to support Tier 1 learning for struggling learners and all learners. <b>Staff Responsible for Monitoring:</b> Campus Principals, Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize the Fundamental 5 best practices as the framework to support Explicit Instruction in the classroom. <b>Strategy's Expected Result/Impact:</b> Fundamental 5 constructs utilized in the classroom to support interactive student learning. <b>Staff Responsible for Monitoring:</b> Campus Principals, Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide instructional tools and resources to ensure curriculum alignment between and among grade levels. <b>Strategy's Expected Result/Impact:</b> Alignment of instructional tools and classroom resources to match district curriculum. Consistency of instructional materials for students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Campuses will utilize Student Learning Objectives (SLOs) as a measurement for student instructional growth. <b>Strategy's Expected Result/Impact:</b> SLO reports, T-TESS Walk-throughs and Classroom Observations <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide training, support and monitoring of teacher and classroom use of District approved curriculum and curriculum resources to ensure consistency in instructional practices, objectives, content and learning across the grade levels. <b>Strategy's Expected Result/Impact:</b> Improve student performance; monitor consistent application of district curriculum; ensure appropriate application and understanding of curriculum resources and instructional delivery. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches, Instructional Technologists, ESL Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Implement a completed Literacy plan for ELAR 6-12 and incorporate instructional coaching supports from the Region Service Center to ensure proper implementation of strategies and practices. <b>Strategy's Expected Result/Impact:</b> Provide a consistent Literacy plan for Navarro ISD for all students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches, Region 20 Instructional Specialists	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Conduct a curriculum audit of existing programs. <b>Strategy's Expected Result/Impact:</b> Monitor curriculum application and consistency of curriculum across grade levels and content areas. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Instructional Coaches, Instructional Technologists	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Implement an expansion of the Advanced Academics programs at the Junior High and High School. <b>Strategy's Expected Result/Impact:</b> Advanced Academics and GT related classroom offerings, materials and courses; Master schedules. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Provide in class support to teachers in high need classrooms to support academic achievement among Economically Disadvantaged, Special Education, ESL, and Hispanic populations. <b>Strategy's Expected Result/Impact:</b> Meet the needs of struggling learners. Provide supports to allow for varied instructional strategies. Fill instructional gaps for students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Special Education Director, ESL Specialists  <b>Results Driven Accountability - Equity Plan</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> District library staff will evaluate campus library programs, services, and facilities, identify research based best practices in school libraries and literacy programs, and provide recommendations for improving student achievement. <b>Strategy's Expected Result/Impact:</b> Improve library support for classrooms and student achievement. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Librarians	Formative			Summative
	Oct	Jan	Apr	July
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Develop a comprehensive library alignment plan to support maintain consistent library collections to meet student needs. <b>Strategy's Expected Result/Impact:</b> Library Maintenance with existing standards. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Librarians	Formative			Summative
	Oct	Jan	Apr	July
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Expand student opportunities for advanced instruction, advanced academics, and GT supports. <b>Strategy's Expected Result/Impact:</b> Improve student achievement scores among the highest performing and gifted students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, GT Specialist	Formative			Summative
	Oct	Jan	Apr	July



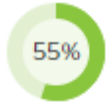
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Offer activities and events for the community, parents, and students to raise awareness and boost participation in advanced academic courses and CTE Programs of Study. <b>Strategy's Expected Result/Impact:</b> Increase CCMR rating and increase enrollments in advanced courses among all populations. <b>Staff Responsible for Monitoring:</b> CTE Director, Campus Principals, Counselors, Academic Dean	Formative			Summative
	Oct	Jan	Apr	July
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Implement the Frontline Documentation program for inputting LPAC paperwork so our identified Emergent Bilingual students can be closely monitored and their performance data can be regularly reviewed. <b>Strategy's Expected Result/Impact:</b> Consistent updating and monitoring of student data. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, ESL Program Specialists  <b>Equity Plan</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

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

**HB3 Goal**

**Evaluation Data Sources:** Increase in the percentage of Hispanic, ESL, Special Education and Economically Disadvantaged students meeting grade level standard on the STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with PLC groups to analyze data among the Hispanic, Special Education, ESL and Economically Disadvantaged students to target specific skills among the groups for targeted intervention. <b>Strategy's Expected Result/Impact:</b> Selection of targeted skills for intervention. PLC meetings. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Instructional Coaches, Data Fellow <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom. <b>Strategy's Expected Result/Impact:</b> Improved performance on state assessments by ESL and Special Education Students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Special Education Director, ESL Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize Explicit Instruction process to increase classroom Tier 1 instructional rigor. <b>Strategy's Expected Result/Impact:</b> Increased classroom rigor; instructional scaffolding to support all learners in all population groups. <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Review the RtI process with all teachers to reinforce the need for data monitoring, assessment and implementation of intervention with fidelity. <b>Strategy's Expected Result/Impact:</b> Targeted intervention data to address individual student learning gaps to target instruction to address learning deficits. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Intervention Teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs including SIOP and support training. <b>Strategy's Expected Result/Impact:</b> Increased learning by teachers on how to best support the learning needs of the ELL population group. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, ESL Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> General Education and Special Education teachers will work together in teams to design learning plans for achieving IEP goals for Special Education students. <b>Strategy's Expected Result/Impact:</b> Improve student achievement and transition goals for college and career readiness in the special education population. <b>Staff Responsible for Monitoring:</b> Campus Principals, Chief Academic Officer, Director of Special Education  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide funding and classroom resources to support early literacy for students in grades PK-3 to include, but not limited to, teacher training, reading programs, classroom supports and personnel. <b>Strategy's Expected Result/Impact:</b> Improve early literacy for later success in alignment with House Bill 3 <b>Staff Responsible for Monitoring:</b> Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

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

**HB3 Goal**

**Evaluation Data Sources:** Increase in performance of Special Education students on STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design and Plan professional development for Interventions and Data meetings for teachers, to include coaching for progress monitoring, data analysis, and training to support the delivery of interventions to students. <b>Strategy's Expected Result/Impact:</b> Improved use of instructional time focused on specific student needs. <b>Staff Responsible for Monitoring:</b> Director of Special Education, Chief Academic Officer, Campus Principals  <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training and support to case managers for Transition Services and Summary of Performance. <b>Strategy's Expected Result/Impact:</b> Improved Transitions for students and documentation when services end. <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

**Performance Objective 5:** The district will continue to promote communications between home, school, parents and the community. We will identify and implement new communication tools to enhance our communication efforts including, the district website through ParentSquare.

**Evaluation Data Sources:** Community survey information.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Ascender to maintain communication on grading and student progress in the classroom. <b>Strategy's Expected Result/Impact:</b> Tx Connect Use and parent registration. Foster communication about student performance to parents. <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, Campus Principals, Chief Academic Officer, Counselors  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain an updated calendar of events on the district website and promote community and parent involvement events such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night. <b>Strategy's Expected Result/Impact:</b> Maintain communication with the Community and Parents concerning events calendar; campus community offerings; parent and community events. <b>Staff Responsible for Monitoring:</b> Principals, Communications Officer  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure Title I parent meetings are held annually to meet Title requirements. <b>Strategy's Expected Result/Impact:</b> Meet federal requirements. <b>Staff Responsible for Monitoring:</b> Campus Principals, Chief Academic Officer  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Revise and maintain a comprehensive parent and community involvement plan. <b>Strategy's Expected Result/Impact:</b> Ensure the district maintains strong parental and community involvement. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Maintain a texting/calling program that may be utilized to support parent notification of campus events, teacher communications, or general announcements. <b>Strategy's Expected Result/Impact:</b> Ensure the district has a consistent method for communicating with parents and community concerning district events, instructional goals and general district information. <b>Staff Responsible for Monitoring:</b> Superintendent, Communications Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide articles, pictures and information about district events using outlets such as the district website, the Panther Tracks publication, or other approved media sources. <b>Strategy's Expected Result/Impact:</b> Promote the good work of faculty and staff with Navarro ISD community. <b>Staff Responsible for Monitoring:</b> Superintendent, Communications Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Ease parent access to student information and communication with the district. <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator and Campus PEIMS Clerks	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide all district communications in languages other than English as appropriate. <b>Strategy's Expected Result/Impact:</b> Provide consistent communications to all stakeholders. <b>Staff Responsible for Monitoring:</b> Communications Director	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide STEM activities for students at the 4-8 grade levels to further support identified GT students. <b>Strategy's Expected Result/Impact:</b> Build STEM skills such as a robotics program to support higher level and critical thinking skills. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, GT Program Specialist  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enhance and expand the Special Olympics Program for special needs students in the district. <b>Strategy's Expected Result/Impact:</b> Student participation in Special Olympics <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Equity Plan</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assess existing programs and determine if growth within the district warrants the need for expansion of programming. <b>Strategy's Expected Result/Impact:</b> Expansion of Extracurricular, Co-Curricular, UIL and Academic programs. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Expand opportunities that challenge students and provide leadership development. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principals, Academic Dean, CTE Director, Counselors	Formative			Summative
	Oct	Jan	Apr	July





No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

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

**Evaluation Data Sources:** 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 Details	Reviews			
<b>Strategy 1:</b> Allocate resources and funding to support a home-bound instruction teacher. <b>Strategy's Expected Result/Impact:</b> Support student learning needs who require home services. <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Allocate funding and resources to support homeless and/or unaccompanied youths within the district to ensure academic achievement of all students. <b>Strategy's Expected Result/Impact:</b> Support families and students to maintain a solid school environment. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain Memorandum of Understanding with community resources such as Connections, Any Baby Can, MHMR, Bluebonnet Trails and others to support counseling needs. <b>Strategy's Expected Result/Impact:</b> Support mental health and support services for families, students, parents and the Navarro ISD community. <b>Staff Responsible for Monitoring:</b> Superintendent, Chief Academic Officer, School Counselors  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct a review of the district's Crisis Management Plan and make adjustments as needed. <b>Strategy's Expected Result/Impact:</b> Revised Crisis Management System. <b>Staff Responsible for Monitoring:</b> Superintendent, Director of Operations, Chief Academic Officer, Campus Principals, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Seek Partnerships for student/family programs that support mental health and wellness. <b>Strategy's Expected Result/Impact:</b> Partnerships to support community and student needs. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Secondary Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

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

**HB3 Goal**

**Evaluation Data Sources:** 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 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principals, CTE Program Director, Academic Dean, Campus Counselors <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principals, CTE Program Director, Campus Counselors <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Expand Dual Credit and Advanced Placement opportunities at the Secondary Level. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Campus Principals, Academic Dean, Counselors, CTE Program Director  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement program for SAT/ACT/ TSI and PSAT Preparation program for the district. <b>Strategy's Expected Result/Impact:</b> Increase student performance on SAT, ACT, PSAT and TSI. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Campus Principals, Academic Dean, Counselors  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop a plan for increasing Program of Study pathways that align with industry-based certifications, local workforce needs, and student interests. <b>Strategy's Expected Result/Impact:</b> Increase opportunities for students to obtain industry certifications and obtain skills to support career choices after graduation. Collaborate with Area Chamber of Commerce, 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. <b>Staff Responsible for Monitoring:</b> CTE Program Director, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase enrollment in Paid Practicum and Career Preparation courses. Collaborate with SEDC 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. <b>Staff Responsible for Monitoring:</b> CTE Program Director, Counselors	Formative			Summative
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Texas Workforce Commission DARS will support our students with disabilities in moving from HS to job related or college based on student needs. <b>Strategy's Expected Result/Impact:</b> Support career readiness for Special Education Students. <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase support for students and families in preparing for college, careers, pathways and post graduation readiness. <b>Staff Responsible for Monitoring:</b> Academic Dean, Counselors, CTE Program Director	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> Ensure students are meeting college and career readiness goals. <b>Staff Responsible for Monitoring:</b> CTE Program Director, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide TSI testing for all students during the Junior year of High School <b>Strategy's Expected Result/Impact:</b> TSI college ready testing for all students. <b>Staff Responsible for Monitoring:</b> Campus Principal, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved SAT/ACT Scores, enhanced college readiness for all students. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Academic Dean, Campus Principal, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Utilize an internal system of tracking CCMR progress of all students. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> CTE Program Director, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 3:** The percentage of graduates that meet the criteria for CCMR will increase from 72% to 88% by 2026 and increase to 95% by 2028. (HB3 Required Goal)

**Performance Objective 9:** The district will implement a HB 1416 tutorial plan to support students that do not meet state accountability passing rates. Identified students will receive thirty minutes of targeted tutoring per week in each required subject.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** STAAR/EOC performance results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each campus Master Schedule will provide a thirty minute targeted tutorial time to support HB 1416 accelerated instruction requirements.  <b>Strategy's Expected Result/Impact:</b> Students will complete 30 hours of targeted instruction in each identified core subject and achieve a passing standard on state assessments that were not successfully passed on the first attempt. <b>Staff Responsible for Monitoring:</b> Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				



**Goal 4:** The special education department will achieve and maintain compliance in the seven state-identified priority areas of the special education/dyslexia comprehensive cyclical monitoring review as evidenced by quarterly case load folder reviews and observations by May of 2025.

**Performance Objective 1:** The special education department will implement the Accountability and Supports System with 100% fidelity.

**High Priority**

**Evaluation Data Sources:** quarterly compliance checks, case manager support meetings, classroom observations, ARDC observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All case managers and paraprofessionals will be assigned support personnel who will complete quarterly compliance checks. These will include the following: PEIMS bundle submissions, failure ARDs, progress reports, data collection and IEP implementation. <b>Strategy's Expected Result/Impact:</b> Case managers and paraprofessionals will be well supported and implementing IEPs with 100% fidelity. <b>Staff Responsible for Monitoring:</b> District Special Education Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers and paraprofessionals will maintain data collection systems throughout the year, reporting on accommodations and IEP goals weekly. <b>Strategy's Expected Result/Impact:</b> We will increase data driven decisions in both daily instruction and the ARDC process. <b>Staff Responsible for Monitoring:</b> District Special Education Team	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 4:** The special education department will achieve and maintain compliance in the seven state-identified priority areas of the special education/dyslexia comprehensive cyclical monitoring review as evidenced by quarterly case load folder reviews and observations by May of 2025.

**Performance Objective 2:** The special education department will achieve clearance from Correction Action Plans in the areas of restraint and transition by May of 2025.

**High Priority**  
**Evaluation Data Sources:** restraint data, transition data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All special education staff will be trained in CPI and receive consultation and training from behavior specialists regarding students with high behavior needs. <b>Strategy's Expected Result/Impact:</b> A safe and productive learning environment as evidenced by documentation in accordance with Texas Administrative Code 89.1053 <b>Staff Responsible for Monitoring:</b> Special Education Director, Behavior Specialists, Campus Administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Case managers will complete transition training in September of 2024 and complete 1:1 transition checks with the special education director in fall of 2024. <b>Strategy's Expected Result/Impact:</b> All students will have transition meetings in place prior to their 14th birthdays and have all required components of the transition supplement in their IEP. <b>Staff Responsible for Monitoring:</b> Special Education Director, district team and campus administrators	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 4:** The special education department will achieve and maintain compliance in the seven state-identified priority areas of the special education/dyslexia comprehensive cyclical monitoring review as evidenced by quarterly case load folder reviews and observations by May of 2025.

**Performance Objective 3:** Functional Academics will foster an engaging, hands-on environment that promotes whole child development by 100% of teachers implementing non-negotiable program components as evidenced by data trackers.

**High Priority**  
**Evaluation Data Sources:** Observation/walkthrough data trackers, 1:1 case manager meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A minimum of one observation/feedback session will take place monthly for all teachers in the Functional Academics setting. <b>Strategy's Expected Result/Impact:</b> Teachers will be well-supported and implementing an engaging learning environment with increased student outcomes. <b>Staff Responsible for Monitoring:</b> Special education director, behavior specialists, campus administrators	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will communicate progress and activities above and beyond IEP progress reports via newsletters and daily logs. <b>Strategy's Expected Result/Impact:</b> Families will be highly involved and in collaboration with case managers on their child's progress. <b>Staff Responsible for Monitoring:</b> Case managers, special education director, campus administrators	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

# RDA Strategies

Goal	Objective	Strategy	Description
2	2	4	Work with PLC teams to analyze student performance data including STAAR Data, MAP Data, classroom common assessments, and instructional data to make informed decisions about individualized student supports including RtI, student progress and growth, advanced placement or advanced academic opportunities and lesson planning.
2	2	5	Continue to use Benchmark assessments at appropriate grade levels to measure classroom alignment with curriculum standards.
2	7	3	Provide behavior modification/restraint (CPI) training for special education staff and others on a yearly basis.
2	7	4	Coordinate with ESC Region 13 and Region 20 to provide staff development and assistance in the areas of state and federal compliance, ESL, ESL Certification, migrant, homeless, CTE and Special Education.
2	9	3	Expand CTE staff that supports program growth while ensuring quality instruction and safety standards in specialized labs and shops.
3	1	1	Review district data sources RDA, STAAR, System Safeguards, Benchmarks, formative assessments, and MAP assessment Data to identify at-risk or instructional need areas for students and apply the appropriate interventions to support the individual learning needs based on district resources and tools provided in the RtI manual.
3	1	2	Provide professional development and classroom support for teachers in implementing the full RTI structure.
3	1	7	Provide monitoring tools at the campus level to track student progress on learning objectives, to include but not limited to daily use of intervention systems by all students and specific intervention assignments provided to students needing to close learning gaps.
3	2	14	Provide in class support to teachers in high need classrooms to support academic achievement among Economically Disadvantaged, Special Education, ESL, and Hispanic populations.
3	3	6	General Education and Special Education teachers will work together in teams to design learning plans for achieving IEP goals for Special Education students.
3	4	1	Design and Plan professional development for Interventions and Data meetings for teachers, to include coaching for progress monitoring, data analysis, and training to support the delivery of interventions to students.
3	4	2	Provide training and support to case managers for Transition Services and Summary of Performance.
3	8	7	Texas Workforce Commission DARS will support our students with disabilities in moving from HS to job related or college based on student needs.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$1,285,665.00

**Total FTEs Funded by SCE:** 10.75

### 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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brigid Wozniak	Teacher's Aide	0.5
Darrell Harborth	Credit Recovery Teacher	0.25
George Ramos	Credit Recovery Teacher	0.75
Jayme Ortiz	AEP Teacher	0.25
Justin Dunnam	DAEP Teacher	1
Kathleen Taddy	Teacher	0.5
Katie Malik	Behavior Support Teacher	0.5
Kayle Arlaus	ESL Instructional Specialist	1
Keli Seidel	Reading Intervention Teacher	1
Kristi Monkerud	Reading Intervention Teacher	1
Leticia Miller	ESL Instructional Specialist	1
Lonnie Taylor	AEP Teacher	0.75
Nikki Gresham	Teachers Aide	0.5
Sunny Knight	Teacher's Aide	1
Tracey Guetzke	Behavior Support Teacher	0.5
Yari Herrera	Teacher's Aide	0.25

# Title I

## 1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment is completed in 4 parts each school year at the quarterly District Educational Improvement Committee (DEIC) meetings.

Part I - September 23, 2024 - Data Review - Demographics and State of the District Update - School Context and Organization

Part II - October 28, 2024 - Student Achievement, Curriculum and Instruction, and Technology

Part III - February 3, 2025 - Student Culture & Climate, Staff Quality, Recruitment and Retention

Part IV - April 7, 2025 - Family & Community Involvement/Engagement

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Westerholm	Intervention Teacher	RTI Reading and Math	1.0
Nicole Schuelke	Intervention Teacher	RTI Reading and Math	1.0

# Plan Notes



# District Improvement & Planning Committee

Committee Role	Name	Position
Parent	Debra Hogan	Parent Representative
Parent	Brittani Canion	Parent Representative
Classroom Teacher	Amber Cruz	High School Teacher
Special Education Teacher - HS	Allyson Utz	Special Education Teacher
Classroom Teacher - Fine Arts	Aleah Petmecky	Theater Teacher
Administrator	Clay Scarborough	High School Principal
Parent	David Rogers	Parent Representative
Non-classroom Professional	Heather Hayes	Dyslexia Specialist
Special Education Teacher - Intermediate	Jasmyn Castro	Special Education Teacher
Community Member	Lisa Lumpkin	Community Council of South Central Texas
District-level Professional	Carlette Drabek	Director of Child Nutrition Services
Classroom Teacher	Jenny Campbell	1st Grade Teacher
Classroom Teacher	Rebecca Hughes	Pre-K Teacher
Classroom Teacher	Kristen Deiley	Kindergarten Teacher
Elementary School Nurse	Veronica Schnautz	Nurse
District-level Professional	Micaela Gissendanner	Instructional Technologist
District-level Professional	Natasha Williams	Instructional Technologist
District-level Professional	Stephanie Ballard	District Data Fellow
Non-classroom Professional	Emily Landrum	Math Instructional Coach
Non-classroom Professional	Brandy Coppedge	ELA Instructional Coach
Parent	Sheila Herrera	Parent Representative
Parent	Jared Gallini	Parent Representative
Classroom Teacher	Shelby Atchley	Intermediate Teacher
Classroom Teacher	Anna Phillips	JH Teacher
Classroom Teacher	Shanna Townley	Elementary Teacher
Parent	Veronica Sassenhagen	Parent Representative
Parent	Dana Ritter	Parent Representative

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Chelsea Ormond	Director of Communications
PE Teacher	Troy Spanton	Teacher
Parent	Teresa Henke	Parent Representative
Classroom Teacher	Angie Morales	Teacher
Non-classroom Professional	Leticia Miller	ESL Specialist
District-level Professional	Stephanie Adams	GT/Advanced Academics Specialist
Administrator	Wendy McMullen	Chief Academic Officer
District-level Professional	Shannon Voigt	Director of Special Education
District-level Professional	Robby Castillo	Director of Operations and Facilities
District-level Professional	Vanessa Ritenour	CTE Director
District-level Professional	Tori Beutnagel	Junior High Principal
Administrator	Laurel Wilson	Elementary Principal
Administrator	Michelle Schwarzlose	Intermediate Principal
Classroom Teacher	Elizabeth Munster	3rd Grade Teacher
Classroom Teacher	Hannah Driebrodt	3rd Grade Teacher
Classroom Teacher	Lori Shults	4th Grade Teacher
Classroom Teacher	Sara Elley	4th Grade Teacher
Classroom Teacher	Madison Worthy	5th Grade Teacher
Classroom Teacher	Miranda Morgan	5th Grade Teacher
PE Teacher	Kailey Williams	Intermediate PE Teacher

# District Funding Summary

Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	5		255 13 6411 00 999 6 99 0 00	\$17,000.00
Sub-Total					\$17,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	10			\$0.00
1	4	11			\$0.00
1	4	12			\$0.00
1	4	13			\$0.00
1	4	14			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	7	4			\$0.00
2	7	5			\$0.00
2	7	6			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	3			\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	4			\$0.00
2	8	5			\$0.00
2	8	6			\$0.00
2	8	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3	Assessment Resources & Tools		\$0.00
3	2	3	College Entrance Exam Preparation (ACT, SAT, TSIA)		\$0.00
3	2	19			\$0.00
3	3	1			\$0.00
3	4	1			\$0.00
3	5	1			\$0.00
3	5	2			\$0.00
3	5	3			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
3	7	1			\$0.00
3	7	2			\$0.00
3	7	3			\$0.00
3	8	1			\$0.00
3	8	2			\$0.00
3	8	3			\$0.00
3	8	4			\$0.00
Sub-Total					\$0.00
CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	3		11-611X-XX-XXX-XX-22-X-XX	\$60,000.00

CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Industry Certification Practice Tests	199-11-6399-71-001-XX-22-0-00 GEN SUPP/ COLLEGE & CAREER	\$15,000.00
3	2	3	You Science CTE Assessments	199-11-6399-71-001-XX-22-0-00 GEN SUPP/ COLLEGE & CAREER	\$25,000.00
Sub-Total					\$100,000.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
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



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

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<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

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FREEDOM FROM BULLYING

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- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

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including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

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**Note:** [Minimum Standards for Bullying Prevention](#)<sup>1</sup> are available on TEA's website.

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**Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*

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<sup>1</sup> TEA Minimum Standards for Bullying Prevention:  
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

A disciplinary alternative education program (DAEP) is an educational and self-discipline alternative instruction program, adopted by local policy, for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. *19 TAC 103.1201(a)*

[See board-adopted Student Code of Conduct for information regarding DAEP.]

**Joint/Contracted  
DAEP**

A district may provide a DAEP jointly with one or more other districts or may contract with third parties for DAEP services. The district must require and ensure compliance with district responsibilities that are transferred to the third-party provider. *Education Code 37.008(d); 19 TAC 103.1201(d)*

A DAEP may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school. *Education Code 37.008(b)*

**Community  
Organizations**

A district shall cooperate with government agencies and community organizations that provide services in the district to students placed in a DAEP. *Education Code 37.008(e)*

**Shared Service  
Arrangements**

A district that participates in a shared service arrangement for DAEP services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district in accordance with 19 Administrative Code 103.1201(b) [see BQ]. *19 TAC 103.1201(b)*

**Funding**

A student removed to a DAEP is counted in computing a district's average daily attendance for the student's time in actual attendance in the program. *Education Code 37.008(f)*

A district shall allocate to a DAEP the same expenditure per student attending the DAEP that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program. *Education Code 37.008(g)* [See also EHBC(LEGAL), Limit on DAEP Expenditures]

**Location**

A DAEP shall be provided in a setting other than the student's regular classroom. *Education Code 37.008(a)(1)*

A DAEP may be located on-campus or off-campus in adherence with requirements of the *Student Attendance Accounting Handbook*. For reporting purposes, the DAEP shall use the county-district-campus number of the student's locally assigned campus (the campus the student would be attending if the student was not at-

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

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tending the DAEP). *19 TAC 103.1201(c); Education Code 37.008(a)(2)*

An off-campus DAEP is not subject to a requirement imposed by the Education Code, other than a limitation on liability, a reporting requirement, or a requirement imposed by Education Code Chapter 37 or Chapter 39 or 39A. *Education Code 37.008(c)*

An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. The designation of elementary and secondary is determined by adopted local policy. *Education Code 37.006(f); 19 TAC 103.1201(h)(1)*

Students who are assigned to the DAEP shall be separated from students who are not assigned to the program. Notwithstanding this requirement, summer programs provided by the district may serve students assigned to a DAEP in conjunction with other students, as determined by local policy.

Students in the DAEP shall be separated from students in a juvenile justice alternative education program.

*Education Code 37.008(a)(3), (c); 19 TAC 103.1201(f)(3), (h)(3)*

**Safety**

A district is responsible for the safety and supervision of the students assigned to the DAEP; however, the immunity from the liability established in Education Code 22.0511 [see DG], shall not be impacted. The DAEP staff shall be prepared and trained to respond to health issues and emergencies.

Each district shall establish a board-approved policy for discipline and intervention measures to prevent and intervene against unsafe behavior and include disciplinary actions that do not jeopardize students' physical health and safety, harm emotional well-being, or discourage physical activity.

*19 TAC 103.1201(h)*

**Staffing**

A DAEP shall employ only teachers who meet certification requirements under Education Code Chapter 21, Subchapter B. The certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades. *Education Code 37.008(a)(7); 19 TAC 103.1201(h)(1)*

Staff at each DAEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:



PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
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1. Training on the education and discipline of students with disabilities who receive special education services;
2. Instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and
3. Annual training on established procedures for reporting abuse, neglect, or exploitation of students.

*19 TAC 103.1201(i)*

**Entrance Procedures** Procedures for each DAEP shall be developed and implemented for newly entering students and their parents or guardians on the expectations of the DAEP. These procedures shall include written contracts between students, parents or guardians, and the DAEP that formalize expectations and establish the students' individual plans for success. *19 TAC 103.1201(j)*

**Academics** The academic mission of DAEPs shall be to enable students to perform at grade level. A DAEP shall focus on English language arts, mathematics, science, history, and self-discipline. *Education Code 37.008(a)(4), (m)*

A district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services. A student's required high school personal graduation plan [see EIF] may not be altered when the student is assigned to a DAEP.

**Opportunity to Complete Course** A district shall offer a student removed to a DAEP an opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal, before the beginning of the next school year, through any method available, including a correspondence course, distance learning, or summer school. The district may not charge the student for a course provided under this provision.

*Education Code 37.008(l); 19 TAC 103.1201(f)*

A district shall provide the parents of a student removed to a DAEP with written notice of the district's obligation to provide the student with an opportunity to complete coursework required for graduation. The notice must include information regarding all methods available for completing the coursework and state that the methods are available at no cost to the student. *Education Code 37.008(l-1)*

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
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School Day	The school day for a DAEP shall be at least 240 minutes in length each day, including intermissions and recesses. <i>19 TAC 103.1201(f)(2)</i>
<b>Accountability</b>	The campus of accountability for student performance must be the student's locally assigned campus, including when the district or shared services arrangement contracts with a third party for DAEP services. <i>19 TAC 103.1201(e)</i>
<b>Academic Assessments</b>	<p>A district shall administer to a student placed in a DAEP program for a period of 90 school days or longer an assessment instrument:</p> <ol style="list-style-type: none"><li>1. Initially on placement of the student in the program; and</li><li>2. Subsequently on the date of the student's departure from the program, or as near that date as possible.</li></ol> <p>The assessment instrument:</p> <ol style="list-style-type: none"><li>1. Must be designed to assess at least a student's basic skills in reading and mathematics;</li><li>2. May be:<ol style="list-style-type: none"><li>a. Comparable to any assessment instrument generally administered to students placed in juvenile justice alternative education programs for a similar purpose; or</li><li>b. Based on an appropriate alternative assessment instrument developed by the agency to measure student academic growth; and</li></ol></li><li>3. Is in addition to the required state assessments [see EKB].</li></ol> <p><i>Education Code 37.0082</i></p> <p>Released state assessments for reading and mathematics for the appropriate grade may be used. A district may apply for approval of an assessment that includes the Texas Essential Knowledge and Skills for reading and mathematics for the student's assigned grade. The commissioner will publish on the Texas Education Agency (TEA) website a list of assessments approved for use in each school year. A district may contact TEA to obtain accommodated versions of particular assessments.</p> <p>The grade level of an assessment shall be based upon the academic grade completed prior to the student being assigned to a DAEP if placement occurs in the fall or first semester of the academic school year. If placement occurs in the spring or second semester of the academic school year, the student shall be administered an assessment based on the current grade level.</p>

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

Each district shall provide an academic report to the student's locally assigned campus, which shall include the pre- and post-assessment results of the student's basic skills in reading and mathematics, within 10 school days of the student completing the post-assessment.

Procedures for administering the pre- and post-assessment, including appropriate accommodations as needed, shall be developed and implemented in accordance with local district policy.

A student in the district's DAEP must also be assessed under the required state assessment [see EKB].

*19 TAC 103.1203*

**Special Populations**

Special Education

A DAEP serving a student with a disability who receives special education services shall provide educational services that will support the student in meeting the goals identified in the individualized education program (IEP) established by a duly-constituted admission, review, and dismissal (ARD) committee, in accordance with Education Code 37.004 and federal requirements. *19 TAC 103.1201(g)*

Drug and Alcohol  
Treatment

A program of educational and support services may be provided to a student and the student's parents when the offense involves drugs, e-cigarettes, or alcohol as specified under Education Code 37.006 and 37.007. A DAEP that provides chemical dependency treatment services must be licensed under Health and Safety Code Chapter 464. *Education Code 37.008(k)*

**Transition to Regular  
Classroom**

The transition services established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented as required by Education Code 37.023. *19 TAC 103.1201(k)*

Definitions

"Alternative education program" includes:

1. A disciplinary alternative education program operated by a school district or open-enrollment charter school;
2. A juvenile justice alternative education program; and
3. A residential program or facility operated by or under contract with the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity.

"Licensed clinical social worker" has the meaning assigned by Occupations Code 505.002.

*Education Code 37.023(a)*

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

After Determination  
of the Release Date

As soon as practicable after an alternative education program determines the date of a student's release from the program, the alternative education program administrator shall:

1. Provide written notice of that date to:
  - a. The student's parent or a person standing in parental relation to the student; and
  - b. The administrator of the campus to which the student intends to transition; and
2. Provide the campus administrator:
  - a. An assessment of the student's academic growth while attending the alternative education program; and
  - b. The results of any assessment instruments administered to the student.

*Education Code 37.023(b)*

Coordination After  
Release

Not later than five instructional days after the date of a student's release from an alternative education program, the campus administrator shall coordinate the student's transition to a regular classroom. The coordination must include assistance and recommendations from:

1. School counselors;
2. School district peace officers;
3. School resource officers;
4. Licensed clinical social workers;
5. Campus behavior coordinators;
6. Classroom teachers who are or may be responsible for implementing the student's personalized transition plan; and
7. Any other appropriate school district personnel.

*Education Code 37.023(c)*

Personalized  
Transition Plan

The assistance described above must include a personalized transition plan for the student developed by the campus administrator. A personalized transition plan:

1. Must include:
  - a. Recommendations for the best educational placement of the student; and

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING  
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

FOCA  
(LEGAL)

- b. The provision of information to the student's parent or a person standing in parental relation to the student regarding the process to request a full individual and initial evaluation of the student for purposes of special education services under Education Code 29.004 [see EHAA]; and
- 2. May include:
  - a. Recommendations for counseling, behavioral management, or academic assistance for the student with a concentration on the student's academic or career goals;
  - b. Recommendations for assistance for obtaining access to mental health services provided by the district or school, a local mental health authority, or another private or public entity; and
  - c. A regular review of the student's progress toward the student's academic or career goals.

*Education Code 37.023(d)*

Parent Meeting      If practicable, the campus administrator, or the administrator's designee, shall meet with the student's parent or a person standing in parental relation to the student to coordinate plans for the student's transition.

Applicability      Education Code 37.023 applies only to a student subject to compulsory attendance requirements under Education Code 25.085 [see FEA].

*Education Code 37.023(e)-(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Planning and  
Decision-Making  
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

*Education Code 11.251(g)*

**Evaluation**

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative  
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

*Education Code 11.251(d)*

**Federal  
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LEGAL)

**Required Plans**

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

*Education Code 11.251(a)*

Shared Services  
Arrangement for  
DAEP Services

Each district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall be responsible for ensuring that the board-approved district improvement plan and the improvement plans for each campus include the performance of the DAEP student group for the respective district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, with a disability who receive special education services, or receiving limited English proficiency/English learner services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

*19 TAC 103.1201(b)* [See FOCA]

District  
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

*Availability to  
TEA*

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must

PLANNING AND DECISION-MAKING PROCESS

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(LEGAL)

make the plan available to TEA on request. *Education Code 11.252(b)*

*Required  
Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
  - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
  - b. Evidence-based practices that address the needs of students for special programs, including:
    - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
    - (2) Conflict resolution programs;
    - (3) Violence prevention programs; and
    - (4) Dyslexia treatment programs.
  - c. Dropout reduction.
  - d. Integration of technology in instructional and administrative programs.
  - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
  - f. Staff development for professional staff of a district.



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(LEGAL)

- g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
  - h. Accelerated education.
  - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
- 4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
  - a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
  - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
  - c. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
- 6. Staff responsible for ensuring the accomplishment of each strategy.
- 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
- 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
- 9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
- 10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

Law  
Enforcement  
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline  
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

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Dating Violence	A district shall adopt and implement a dating violence policy to be included in the district improvement plan. <i>Education Code 37.0831</i> [See FFH]
Bullying Prevention	The policy and any necessary procedures adopted under Education Code 37.083(c) (concerning bullying) must be included in the district improvement plan. <i>Education Code 37.0832(d)(2)</i> [See FFI]
Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none"><li>1. Assess the academic achievement for each student in the school using the achievement indicator system.</li><li>2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.</li><li>3. Identify how the campus goals will be met for each student.</li><li>4. Determine the resources needed to implement the plan.</li><li>5. Identify staff needed to implement the plan.</li><li>6. Set timelines for reaching the goals.</li><li>7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.</li><li>8. Include goals and methods for violence prevention and intervention on campus.</li><li>9. Provide for a program to encourage parental involvement at the campus.</li></ol>

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(LEGAL)

10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
  - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
  - b. Student academic performance data;
  - c. Student attendance rates;
  - d. The percentage of students who are educationally disadvantaged;
  - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
  - f. Any other indicator recommended by the local school health advisory council.

*Education Code 11.253(d)*

PLANNING AND DECISION-MAKING PROCESS

BQ  
(LOCAL)

	<p>The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]</p>
<b>District Improvement Planning Process</b>	<p>The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]</p>
<b>Parent and Family Engagement Plan</b>	<p>The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]</p>
<b>Administrative Procedures and Reports</b>	<p>The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]</p> <p>The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.</p>
<b>Evaluation</b>	<p>The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.</p>

STUDENT RIGHTS AND RESPONSIBILITIES  
PREGNANT STUDENTS

FNE  
(LEGAL)

**Title IX**

The District shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the District's program or activity. [See FB]

**Medical Certification**

The District may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

**Separate Program**

A district that operates a separate, voluntary program or activity for pregnant students shall ensure that the separate portion is comparable to that offered to nonpregnant students.

**Leave of Absence**

If the District does not maintain a leave policy for its students, or if a student does not otherwise qualify for leave under such a policy, the District shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for as long as the student's physician deems medically necessary.

At the end of the leave, the District shall reinstate the student to the status she held when the leave began.

*20 U.S.C. 1681; 34 CFR 106.40(b)*

STUDENT RIGHTS AND RESPONSIBILITIES  
PREGNANT STUDENTS

FNE  
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

STUDENT WELFARE  
CHILD ABUSE AND NEGLECT

FFG  
(LEGAL)

**Policy and Program  
to Address Sexual  
Abuse, Trafficking,  
and Maltreatment**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

*19 TAC 61.1051(b)(3)*

**Definitions**

Child Abuse or  
Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a  
Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

*19 TAC 61.1051(a)*

**Duty to Report**

Report by Any  
Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any  
Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

*Family Code 261.101(b)*

Abuse of Persons  
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

*Human Resources Code 48.051, .052, .054*

Adult Victims of  
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on  
Reporting**

Psychotropic Drugs  
and Psychological  
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or



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2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

*Education Code 26.0091; Family Code 261.111(a) [See FFEB]*

**Contents of Report**

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The individual making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child;
3. The facts that caused the individual to believe the child has been abused or neglected and the source of the information;
4. The individual's name and telephone number;
5. The individual's:
  - a. Home address; or
  - b. If the individual is a professional as defined by Family Code 261.101(b) [see Report by Any Professional, above], the individual's business address and profession; and
6. Any other pertinent information concerning the alleged or suspected abuse or neglect.

*Family Code 261.102, .104*

**Confidentiality of Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)-(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**Abuse and Neglect Involving School Personnel and Those Responsible for Care**

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

STUDENT WELFARE  
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All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

*Family Code 261.103(a); 19 TAC 61.1051(b)(1)-(2)*

“Person responsible for a child’s care, custody, or welfare” means a person who traditionally is responsible for a child’s care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child’s family or household as defined by Family Code Chapter 71;
3. A person with whom the child’s parent cohabits;
4. School personnel or a volunteer at the child’s school;
5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Human Resources Code Chapter 42.

*Family Code 261.001(5)*

**Reporting Abuse,  
Neglect, or  
Exploitation in a  
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term “juvenile justice program” includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Immunity from  
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is

immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

**Criminal Offenses**

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

*Family Code 261.109*

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)-(f). *19 TAC 249.15(b)(4)*

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**Note:** The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school. See 40 Administrative Code Chapter 707, Subchapter B for more information regarding investigations of abuse or neglect in a school setting.

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## Investigations

### Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

### Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. *Family Code 261.302(b)* [See GRA]

### Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. *Family Code 261.303(a)*

### Confidentiality

A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. *Human Resources Code 42.004*

## Reporting Policy

A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. *19 TAC 61.1051(b)*

The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. *19 TAC 61.1051(b)(1)*

The policies must be consistent with the Family Code Chapter 261 and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]

The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:
  - a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and
  - b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

*19 TAC 61.1051(b)(2)*

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and

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3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

*19 TAC 61.1051(b)(5)-(b)(8)*

Annual Distribution  
and Staff  
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

**Required Poster**

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and
3. Directions for accessing the DFPS [Texas Abuse Hotline website](https://www.txabusehotline.org/)<sup>1</sup> for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

*Education Code 38.0042; 19 TAC 61.1051(e)-(f)*

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<sup>1</sup> Texas Abuse Hotline website: <https://www.txabusehotline.org/>

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**Program to Address  
Child Sexual Abuse,  
Trafficking, and  
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child  
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

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A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Restrictions on Reporting**

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

**Making a Report**

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)<sup>1</sup>;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.  
[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-



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pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

**Confidentiality**

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

**Immunity**

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report  
Suspected Child  
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities  
Regarding  
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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<sup>1</sup> Texas Abuse Hotline Website: <http://www.txabusehotline.org>