

Navarro Independent School District

Navarro High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth



Mission Statement

Our primary purpose at Navarro High School is to graduate well rounded citizens who are prepared for college, career and leadership opportunities through our values of excellence in academics, extracurriculars, family and community.

Vision

Navarro ISD – Where Excellence is the Standard

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

Value Statement

BOARD GOALS FOR 2023-2028

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

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

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

Priorities

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

Priority 2: Maximizing Academic Performance.

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

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

Priority 5: Obtaining and Maintaining Top Rated District Recognition

Table of Contents

BOARD GOALS FOR 2023-2028	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: NHS will meet set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve Distinction Designations based on increased performance outcomes.	16
Goal 2: NHS will implement communication processes and procedures to maximize communication and parent involvement.	21
Goal 3: NHS will implement drop out and attendance processes and procedures to support student graduation plans and goals.	24
Goal 4: Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.	27
Goal 5: NHS will implement programs, processes and procedures to support the social, emotional, health and safety needs of the student body.	30
Goal 6: NHS will promote the effective, efficient and timely use of technology to support student learning.	35
Goal 7: NHS will promote career readiness and career pathways to support student transitions into the workforce.	36
State Compensatory	38
Budget for Navarro High School	38
Personnel for Navarro High School	38
Campus Funding Summary	39
Policies, Procedures, and Requirements	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Last year NHS's graduation rate was 100%

Last years attendance rate:

Semester 1 Attendance Rate - 94.78%

Semester 2 Attendance Rate - 93.54%

Yearly Attendance Rate - 94.16%

Demographic Information:

At the end of the '24-'25 school year:

Total students: 698

Hispanic: 46%, White 46%, Two or More 4%, Black/African American 3%

Last year, based on CCMR Tracker about 70% of students hit earned the college, career or military level for readiness.

Special Education Rate entering the '25-'26 school year is 17%

Demographics Strengths

NHS Graduation rate is 99.3%

Our student progress was the highest it has been in years..

AP Scores were released on July 7th English and Calculus AB led the headlines. In Calc AB, 10 of 11 students earned a 3 or better. Five students scored a 3, and five students scored a 4. It is the highest pass rate for Calculus AP since this has been recorded back to 2017. The one student who took Calculus BC earned a five.

English 4 AP marked its highest pass rate also since 2017 at 90%. Eighteen of twenty students scored three or higher with eight students scoring a 4 and three scoring a five.

Last year English 3 AP had a 100% pass rate, this year they had an 80% pass rate. Twenty-four of the thirty scores received a 3 or higher with ten students earning a 4 and one student earning a 5.

NHS was ahead of the state and region level in EOC scores in nine of the fifteen areas. In four measured areas, the school trailed the district and state.

Attendance rate was close to 95% and we were able increase that due to better monitoring and sending more students to court.

Problem Statements Identifying Demographics Needs

Problem Statement 1: NHS Masters levels in four categories are behind the state and region levels.

Root Cause: Rigor level in the classroom and where students are when the come to the high school.

Problem Statement 2: About 70% of the NHS graduates earned their readiness standard from the state in college, career, and military readiness.

Root Cause: Scheduling four years of a program of study for students without yearly meetings has proved cumbersome.

Student Learning

Student Learning Summary

2024-2025 EOC Results

		vs region/state		
Alg 1	NHS	80	41	17
	Region	73	41	23
	State	76	47	29
Eng 1	NHS	74	55	15
	Region	65	50	14
	State	67	52	16
Eng 2	NHS	83	66	9
	Region	70	55	7
	State	72	57	9
Bio	NHS	95	72	17
	Region	91	63	20
	State	91	62	21
USH	NHS	97	75	33
	Region	94	69	38
	State	94	68	37

Student Learning Strengths

In Approaches categories, NHS is ahead of the regional and state scores

In Meets categories NHS is ahead in 4 of 5 measures.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: NHS was behind the state and region in the master categories.

Root Cause: Level or rigor needs to match what is being taught has to be consistent around the school

Problem Statement 2: NHS students earned their CCMR credit last year at a 70% rate.

Root Cause: Schedule students to become four year completers has been proven not to have happened in some previous years.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular Summary

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

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

The high school uses interim assessments as our benchmarks to breakdown data and focus on data driven instruction. These are given in the fall and spring.

Personnel

Last year the High School hired 14 teachers (up four places from a year ago due to a coaching change). The campus also added two new positions due to growth.

Organizational and Administrative

Administrative team added an Assistant Principal and College, Career, and Military advisor.

Each month we the admin team looks at walkthrough numbers to make sure all teachers are getting coached how they need to be coaches to grow. This walkthrough data is used in faculty meetings to help the staff know their trends in the classroom.

These additions will help increase a focus of academics in the classroom and better provide the needs for students to help them complete their readiness for their post secondary lives.

School Processes & Programs Strengths

- Process and program strengths include:
 - Professional Learning Communities
 - Data Analysis Tools, Eduphoria, OnPoint Data Suite, TxEIS, TSDS
 - Walkthroughs (over 300 last year)

- Support specialists for Dyslexia, Title I Math, Title I Reading, Gifted and Talented, Instructional Technology, English and a Second Language and Behavior.
- Highly qualified staff at all campuses
- Academic Planning Team
- TEKS Resource System - Alignment of TEKS to curriculum
- 1:1 integrated curriculum with Chromebooks at the High School - year 1 of multi-year phase in.
- RtI process that addresses critical student learning needs across all population and learning groups

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The state has moved the CCMR standard to 88%. The school is always working to help more students become college and career ready. We can move higher through more students passing TSI, Special Education workforce ready, more industry based certification with completers and military recruitment.

Root Cause: State accountability changes

Perceptions

Perceptions Summary

Question		Responses	PCT	Pos vs. Neg
Contributing Member	SA	16	64.00%	
	A	8	32.00%	96.00%
	N	1	4.00%	
	D	0	0.00%	
	SD		0.00%	
		25		
Personal Morale is...		Responses	PCT	Pos vs. Neg
	High	8	24.24%	
	Good	16	48.48%	
	OK	7	21.21%	93.94%
	N	2	6.06%	
	NI	0	0.00%	
	Low	0	0.00%	
	Bad	0	0	0.00%

Perceptions Strengths

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

Parent meetings have been effective for addressing campus issues, especially in our CIP meeting and checkpoints.

At the end of last year we sent out an Organizational Health Survey and the moral on campus as mentioned above was 93% positive.

The district also did a survey at the end of the year and here were some strengths:

92% were proud to work at the high school, 98% like the people they work with, 94% feel like their supervisor allows them to make decisions within my scope of authority, and 84% at the high school like working for their supervisor.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some teachers feel like they dont know what happens when a student is disciplined.

Root Cause: Feedback to the teachers at times has not gotten back to about what took place with the student

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- 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
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices





Goals

Goal 1: NHS will meet set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve Distinction Designations based on increased performance outcomes.

Performance Objective 1: NHS will have a 60% pass rate for students who still need to pass an EOC STAAR test.

Evaluation Data Sources: EOC Scores for students who failed an EOC class during the 2024-2025 school year

Strategy 1 Details	Reviews			
Strategy 1: In conjunction with HB 1416, provide Edgenuity EOCs tutorials for students who still need to pass an EOC based on last years success/failure of the class and provide them the tutorial time and teacher to help the areas where their are learning gaps. Strategy's Expected Result/Impact: Students passing required EOCs for graduation Staff Responsible for Monitoring: Academic Dean, Testing Coordinator Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students, as well as students working to meet grade level standards on EOCs. Option include Edgenuity tutoring options and which teacher students are assigned to. Strategy's Expected Result/Impact: EOC Scores Staff Responsible for Monitoring: Academic Dean, Principal, Staff Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Professional Learning Communities will be used as a time to discuss data and intervention strategies to help students who need to succeed on EOCs. As part of instructional planning, teachers will use data from previous assessments and curriculum guides to help focus on the gaps where students are showing struggles in learning (which TEKS). Strategy's Expected Result/Impact: Student Success on EOCs and in the classroom Staff Responsible for Monitoring: Academic Dean, Principal, teachers	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: AEP will be considered as a placement for students who may need more individualized levels of intervention and may be further behind so that the students can get the instruction and credit they need to graduate. Strategy's Expected Result/Impact: Student success and graduation Staff Responsible for Monitoring: Principals, Academic Dean Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Teachers will be turning in an intervention plan for students who fail each nine weeks to the Academic Dean. Strategy's Expected Result/Impact: Increased student success Staff Responsible for Monitoring: Academic Dean, Principal, Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: NHS will meet set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve Distinction Designations based on increased performance outcomes.

Performance Objective 2: Navarro High School administration, counselors, and stakeholders will explore and implement (where appropriate) more rigorous courses such as dual credit , Advanced Placement and on ramps courses

Strategy 1 Details	Reviews			
Strategy 1: In December a finalization will take place of the courses NHS will add that increase the overall rigor for our students. Strategy's Expected Result/Impact: 1) Students success on the SAT/ACT, AP and overall college readiness will improve 2) Student participation in SAT, ACT, AP exams will improve 3) Improve success in AP courses Staff Responsible for Monitoring: Principal, Academic Dean, Counselors, Department Heads	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Increase participation in Dual Credit courses through regular opportunities for qualifying testing on TSI and the use Edgenuity TSI tutorials to prepare for the test. We will continue testing all junior level students and sophomore students who intend to take dual credit classes their junior year. Strategy's Expected Result/Impact: Check dual credit enrollment by semester Staff Responsible for Monitoring: Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Provide SAT/ACT/TSI tutorials for all juniors and seniors through Edgenuity and develop a focused plan for those who are not successful on portions of the TSI test. Strategy's Expected Result/Impact: Increase performance on SAT/ACT or TSI; college readiness. Staff Responsible for Monitoring: Principal, Academic Dean, College and Career Counselor Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Develop a revamped testing plan and data analysis for students who will take PSAT, ASVAB, TSI, ACT and SAT. Strategy's Expected Result/Impact: Increased CCMR readiness Staff Responsible for Monitoring: Academic Dean, Counselors, CCMR Advisors	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished







Continue/Modify



Discontinue

Goal 1: NHS will meet set a target goal for achieving 90% approaching, 60% meeting and 30% mastering the STAAR accountability measure and plan to achieve Distinction Designations based on increased performance outcomes.





Performance Objective 3: NHS will raise master's performance level scores by 50% in each EOC subject in the 2026 spring testing session.

Strategy 1 Details	Reviews			
Strategy 1: Increase number of high yield strategies used in the classroom by teachers sharing their most successful strategies with each other during August professional development with focus rigor and writing in the classroom in lesson plans Strategy's Expected Result/Impact: greater student success Staff Responsible for Monitoring: Administration, Academic Services	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: NHS will host at least two parent events per semester to support parent, teacher, campus relations. Open House, Future Fair, FAFSA Nights, etc





Evaluation Data Sources: Calendar evidence of events and sign in sheets as needed

Strategy 1 Details	Reviews			
Strategy 1: NHS will host an open house (meet the teacher), future fairs, FAFSA nights and other CCMR events for parents and students to meet teachers and learn about the classes, how to plan for college, and options after high school. Strategy's Expected Result/Impact: more parental engagement and student connection to life after high school Staff Responsible for Monitoring: HS admin team, CCMR Advisor	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Navarro High School CTE will participate in community events to promote and demonstrate students career choices. Strategy's Expected Result/Impact: Growth in the CTE programs and class, more students receiving certifications Staff Responsible for Monitoring: Principal, Counselors, CTE Director, CCMR Advisor	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: The High School will increase their use of communication outlets to improve communication and outreach to all stakeholders.





Evaluation Data Sources: Parental involvement numbers, surveys

Strategy 1 Details	Reviews			
Strategy 1: Through the program Parent Square, weekly postings to the website and social media will be made to keep parents and community members updated on school events and programs. Strategy's Expected Result/Impact: Improve parent and community involvement Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 3: NHS will recruit and inform parents of opportunities to serve and be involved on the campus

Evaluation Data Sources: community surveys

Strategy 1 Details	Reviews			
Strategy 1: NHS will seek input from parents and community members in campus improvement and planning committees through recruitment efforts among staff and existing parent advocacy groups for participation on various committees per district policy. Strategy's Expected Result/Impact: meeting sign in sheet Staff Responsible for Monitoring: CIP Committee	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Parents and students will be notified of student discipline referrals Strategy's Expected Result/Impact: parent surveys, admin discipline log Staff Responsible for Monitoring: Asst. Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Orientation programs for incoming 8th graders and parents will be conducted to support the transition to high school and provide an opportunity for parents and students to learn about campus programs and opportunities. Student will have tours of the school and discussion of what make successful freshman. Strategy's Expected Result/Impact: Connecting 8th graders to HS programs to support success. Staff Responsible for Monitoring: Principals, counselors, academic dean	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 95%, and maintain the high school completion rate of 95% or better for all students.

Evaluation Data Sources: Student Graduation Plans, accountability ratings

Strategy 1 Details	Reviews			
Strategy 1: Support programs (ie. Special Education, ESL, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students through counselor and nurse referrals either to the district or outside community services. Strategy's Expected Result/Impact: Counselor, Sp Ed, Nurse Funding Sources: - SCE Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide appropriate curriculum supports to meet individual student needs Edgenuity, distance learning, AP courses, dual credit, CTE, etc) based on the parent/guardian, teacher, and administration input to identify best student supports to foster academic success. Strategy's Expected Result/Impact: Promote college and career readiness; prevent student drop out, improve graduation rates. Staff Responsible for Monitoring: Principal, Counselors, Academic Dean Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Attendance letters, parent phone calls and home visits will be utilized to improve attendance rates for any students with 10 or more absences. Before that, warning letters will be sent home after three and seven unexcused absences. Phone calls from the registrar and principal will be made after five unexcused absences. In addition, NHS will utilize court system to enforce compulsory school attendance laws. Strategy's Expected Result/Impact: Improved Attendance; drop out prevention; improve course completions; reduce failure rates. Staff Responsible for Monitoring: Principal, Registrar, admin staff	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: NHS will maintain an Alternate Education Program (AEP) to support accelerated online opportunities for students to complete courses for accelerated graduation or credit recovery. Strategy's Expected Result/Impact: Drop out prevention; Improved graduation rates; increased credit completion. Staff Responsible for Monitoring: Principal, Academic Dean, Teacher Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Conduct attendance committee meetings to review each instance of a student having 10 or more absences Strategy's Expected Result/Impact: attendance rates, credit recovers placements Staff Responsible for Monitoring: Asst. Principal, Attendance committee	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Develop and implement systematic tracking of all campus "leavers". Strategy's Expected Result/Impact: Increases completion rates, PEIMS data Staff Responsible for Monitoring: Attendance Clerk, Academic Dean, Assistant Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Develop systemic practices for tracking students enrollment, participation and completion of CCMR credits beginning with a students 8th grade year, with the goal of 88% of students by their senior year to earn a CCMR point. Strategy's Expected Result/Impact: 90% students receiving CCMR credit. Staff Responsible for Monitoring: Academic Dean, Counselor, Principal, CTE Director, Chief Academic Officer, CCMR Advisor	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
Strategy 8: NHS will implement attendance incentives for students with one or zero unexcused absences a semester. Students will receive some sort of tangible reward Strategy's Expected Result/Impact: Improve attendance percentage that are aimed at 95% Staff Responsible for Monitoring: Principal, Asst. Principal, Counselors, Registrar	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: NHS will conduct a quantitative survey in the fall of 2026 to measure how many students are connected to an extra-curricular activity Strategy's Expected Result/Impact: Students attendance to school based on a connection to something other than academics Staff Responsible for Monitoring: HS Admin, Counselors, CCMR Advisor	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

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

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

Evaluation Data Sources: Teacher survey





Strategy 1 Details	Reviews			
Strategy 1: Using walkthrough and observation data, the admin team will review trends and patterns among classroom instructional practices to ensure a consistent, rigorous instructional program for students. Strategy's Expected Result/Impact: Improved teachers success in the classroom, teachers feeling like they have been coached and improve their craft Staff Responsible for Monitoring: Admin team, department heads	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive professional development based on identified needs from the teacher, evaluations, surveys, and administration. Trainings could include but are not limited to AP institutes, subject and grade level trainings, diverse needs of students, behavior management, technology and technology integration, data disaggregating, emergency procedures, CTE, certificates, ESL, Special Education, and advanced academics. Strategy's Expected Result/Impact: Teacher efficacy and student success Staff Responsible for Monitoring: Principal, District Directors Funding Sources: - SPED Funds, - Local Funds, - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: NHS will develop a plan for the year and during August professional development for deeper team building and relationships with colleagues Strategy's Expected Result/Impact: Better relationships as a team to foster better relationships with students Staff Responsible for Monitoring: HS Admin, teacher surveys Funding Sources: - Title II Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Special Education para professionals will have increased professional development from special education teachers on how to better support student needs in the classroom Strategy's Expected Result/Impact: Increase students success for special education students Staff Responsible for Monitoring: HS admin, District Special Education	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Navarro High School will develop and implement a detailed plan for new teachers that includes observations, monthly reflections with a mentor and or administrator, coaching observations, check in's from mentors and administration, and meetings once a six weeks.

Evaluation Data Sources: completed new teacher plan for the campus in addition to the district programs established

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be required to observe at least three other classes during their first semester and write a reflection on classroom observations, will be assigned a mentor, and participate in district meetings with other new teachers regularly during the school year. Strategy's Expected Result/Impact: Improved students success, teacher efficacy Staff Responsible for Monitoring: Admin team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: New teachers will be observed by veteran teachers at least twice in the first semester to have a non-evaluative conversation on what worked and what did not work. Strategy's Expected Result/Impact: Improve students success, teacher efficacy Staff Responsible for Monitoring: Admin team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: To recruit highly qualified staff high school staff and new staff, NHS will work with the Human Resources department to post job openings on pertinent websites and news outlets. Strategy's Expected Result/Impact: A deeper pool of qualified candidates Staff Responsible for Monitoring: Principal, HR	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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





Evaluation Data Sources: Parent and Teacher Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide canine drug detection. Strategy's Expected Result/Impact: PEIMS 425 report Staff Responsible for Monitoring: Administration, Guadalupe County PD Funding Sources: - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Campus Counselors will develop relationships with outside mental health and family support agencies to support students and families needing mental health services, family counseling or specified counseling services related to individual needs. Strategy's Expected Result/Impact: Provide appropriate counseling and services to students and families to meet needs. Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion. Strategy's Expected Result/Impact: Student achievement; 425 report; daily climate Staff Responsible for Monitoring: Administration Funding Sources: - Local Funds, - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: ISS/AEP with a single teaching professional managing work and scheduling for all students. Strategy's Expected Result/Impact: Contact and assignment logs in classroom Staff Responsible for Monitoring: Restructured ISS/AEP with a single teaching professional managing work and scheduling for all students. Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: A character education program will be included into the ISS and DAEP programs. Strategy's Expected Result/Impact: PEIMS 425 report; daily occurrences Staff Responsible for Monitoring: Assistant principal I.S.S. Coordinator Funding Sources: - Local Funds, - SCE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Improve safety by requiring all visitors/ substitutes to wear name tags, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag. In addition, Guadalupe County Officers and admin will check for locked doors throughout the day as monitor the hallways. Strategy's Expected Result/Impact: No unidentified and approved visitors on campus Staff Responsible for Monitoring: All staff Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Consistent enforcement of campus wide rules and feedback on discipline with teachers. Strategy's Expected Result/Impact: Teacher positive rating to improve to 60% Staff Responsible for Monitoring: All staff Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
Strategy 8: Counseling will include: mental health, bullying, dating violence, and sexual harassment. Strategy's Expected Result/Impact: Parent and staff surveys Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July





Strategy 9 Details	Reviews			
Strategy 9: Support efforts of the SHAC (School Health Advisory Council) in implementing services. Strategy's Expected Result/Impact: SHAC; Fitnessgram results Staff Responsible for Monitoring: Nurse, Principal, Counselor, SHAC Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
Strategy 10: Promote safe and healthy life choices through PE, counseling services, and character education. Strategy's Expected Result/Impact: Parent and staff surveys Staff Responsible for Monitoring: Teachers, counselor, SHAC, Nurse	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
Strategy 11: Literature and contact options will be posted and available to students for issues surrounding dating violence. Counselors are available to work with teens in need of this service. Strategy's Expected Result/Impact: Counselor contact logs Staff Responsible for Monitoring: Counselors Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 12 Details	Reviews			
Strategy 12: Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrators making the placement and daily updates of placement from DAEP coordinator. Strategy's Expected Result/Impact: Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms. Staff Responsible for Monitoring: Principal, Assistant Principal, DAEP Instructor. Funding Sources: - Local Funds - \$0	Formative			Summative
	Oct	Jan	Apr	July
Strategy 13 Details	Reviews			
Strategy 13: All adults and students are being trained in ALICE protocol for response to potential active shooter scenarios. Strategy's Expected Result/Impact: Better autonomy on the part of all members of the campus that will lead to the use of appropriate survival strategies in the event of a serious event. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 14 Details	Reviews			
Strategy 14: Student and community presentation of Shattered Dreams event to address drinking and driving once every four years. Staff Responsible for Monitoring: Principal, staff representatives, community liaisons Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 15 Details	Reviews			
Strategy 15: Participate in programs such as Red Ribbon Week to support the message of safe and drug free schools and life choices Strategy's Expected Result/Impact: Student involvement, increase awareness in risky drug use, participation Staff Responsible for Monitoring: Counselor, Nurse	Formative			Summative
	Oct	Jan	Apr	July
Strategy 16 Details	Reviews			
Strategy 16: The campus will maintain the "Stop the Bleed" packages around the campus in case of emergency and will ensure that all 9-12th grade students are provided with the opportunity to complete the "stop the bleed" training program. Strategy's Expected Result/Impact: to help in an emergency situation Staff Responsible for Monitoring: Nurse, Principal	Formative			Summative
	Oct	Jan	Apr	July
Strategy 17 Details	Reviews			
Strategy 17: NHS will continue to implement bullying prevention programs such as STOP IT (anonymous reporting), and security systems through Aristotle to help find at risk students. The Guadalupe County PD has also assisted in wellness checks during non school hours. Strategy's Expected Result/Impact: Students safety and mental well being Staff Responsible for Monitoring: Counselors, Principals, Security Team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 18 Details	Reviews			
Strategy 18: Students will be required to wear their IDs as part of the Dress Code through ID checks during random parts of the day. Strategy's Expected Result/Impact: Improved Campus Security Staff Responsible for Monitoring: HS admin team	Formative			Summative
	Oct	Jan	Apr	July
Strategy 19 Details	Reviews			
Strategy 19: NHS Counselors will implement a Counselor's Advisory Committee to better support student needs in their high school journey Strategy's Expected Result/Impact: greater student connection to their life after high school Staff Responsible for Monitoring: HS admin, counselors	Formative			Summative
	Oct	Jan	Apr	July

Strategy 20 Details	Reviews			
Strategy 20: For better student management through the school day, teachers and admin will include as a duty location monitoring outside of student bathrooms. Strategy's Expected Result/Impact: Curtail bathroom activities that could disrupt the campus Staff Responsible for Monitoring: HS admin, teachers of the connected hallway	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: NHS will promote the effective, efficient and timely use of technology to support student learning.

Performance Objective 1: Classroom use of technology will continue as part of the implementation of student one-to-one initiative.





Strategy 1 Details	Reviews			
Strategy 1: Support and train High School Level CTE teachers to support Industry Certification areas and continuing education requirements for program offerings. Strategy's Expected Result/Impact: Improved student performance and increased professional certifications. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds, - CTE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Every high school student will have a Chromebook issued to them for school and home use. It will be a tool for daily use. Instructional technologist will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter. Strategy's Expected Result/Impact: Walkthroughs and evaluations Staff Responsible for Monitoring: Principal, Technology Director Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Student's Four Year Plan.

Strategy 1 Details	Reviews			
Strategy 1: Zello, classroom presentations and Career Choices Program for student planning and college/career investigation, will be used by students at the high school to help student to follow their career interests. Strategy's Expected Result/Impact: Four year plans on file Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds, - CTE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Utilize Career Center for increased student/parent access to information about further education/ employment. Strategy's Expected Result/Impact: Increased use of resources Staff Responsible for Monitoring: Counselor; Academic Dean Funding Sources: - Local Funds, - CTE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Provide enhanced learning opportunities through distance learning with St. Phillips, Alamo Colleges and the Texas Virtual School network. Strategy's Expected Result/Impact: Increased number of students accessing coursework Staff Responsible for Monitoring: Academic Dean Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Provide classroom guidance to grades 9-12 on college & career planning that takes place yearly with their counselors and parents to follow the student's personal graduation plan. Strategy's Expected Result/Impact: Students will feel comfortable applying for college admission or jobs Staff Responsible for Monitoring: Counselors	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
Strategy 5: Information meetings for special education and 504 parents to facilitate the transition to post graduation support for students. Strategy's Expected Result/Impact: ARD documents referencing transition meetings Staff Responsible for Monitoring: Special ed. Teachers, Principal, 504 coordinator. Funding Sources: - Local Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Provide tours and campus presentations for local business, manufacturing and health care opportunities. Strategy's Expected Result/Impact: Increased awareness of local employment market opportunities Staff Responsible for Monitoring: College Career Counselor, CTE Director	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Navarro High School will maintain a Purple Start Designation to better support our students from military families and their families as they transition from school to school. Strategy's Expected Result/Impact: Better student engagement and student success Staff Responsible for Monitoring: Administrators, counselors, and CTE director	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Navarro High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.8

Brief Description of SCE Services and/or Programs

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Personnel for Navarro High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aaron Grubb	AEP	0.3
Cheyenne Lange	Credit Recovery	0.2
Daniel Meyers	Credit Recovery	0.2
Ishan Rison	Credit Recover	0.3
Lulu Mahmud	DAEP Paraprofessional	1
Natasha Rabideau	AEP	0.3
Nicholas Israel	Credit Recovery	0.2
Sara Scardina	ISS Paraprofessional	1
Taylor Poth	Credit Recovery	0.3

Campus Funding Summary

Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	11			\$0.00
5	1	12			\$0.00
5	1	13			\$0.00
5	1	14			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
7	1	5			\$0.00
Sub-Total					\$0.00

SCE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	2	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	3			\$0.00
5	1	5			\$0.00
Sub-Total					\$0.00
SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
4	1	2			\$0.00
7	1	5			\$0.00
Sub-Total					\$0.00
CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
Sub-Total					\$0.00

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 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