

Navarro Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B



Mission Statement

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

Vision

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

Value Statement

Board Goals for 2023-2028

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

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

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

Navarro Independent School District

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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

Needs Assessment Overview

Needs Assessment Overview Summary

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

1. Data Collection

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

2. Stakeholder Engagement

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

3. Gap Analysis

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

4. Priority Setting

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

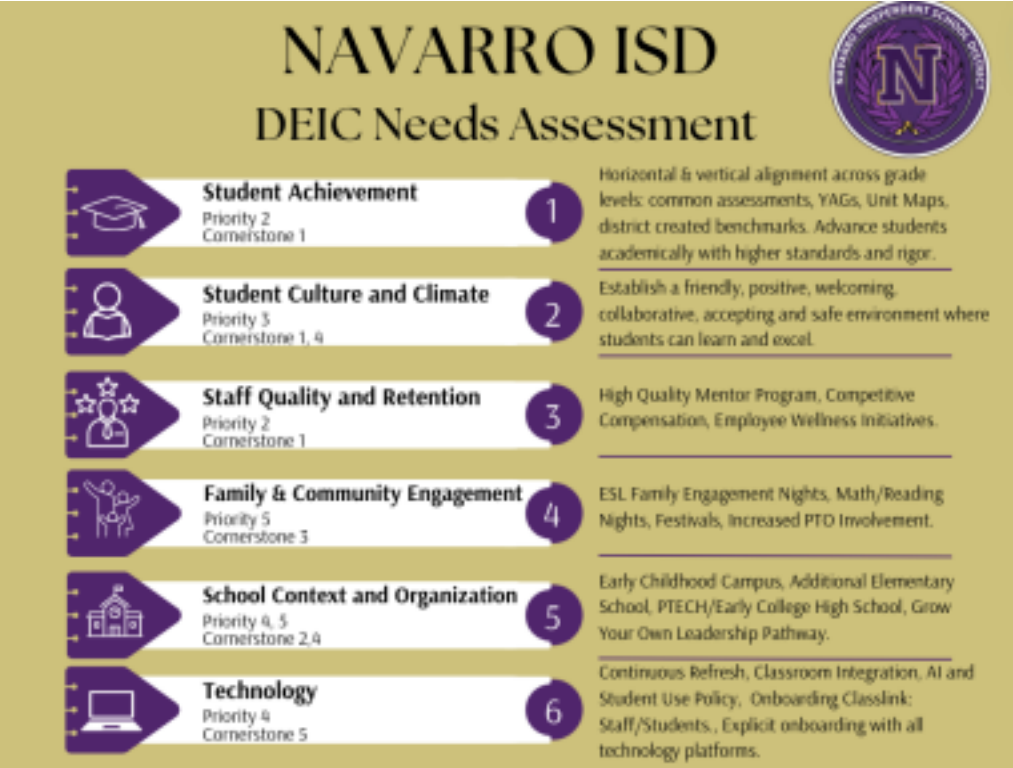
5. Action Planning Foundation

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

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

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NAVARRO ISD

Value Statements

Strategic Action & Engagement

Mission

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Vision

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



Priorities

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



Cornerstones

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

Cornerstone 1

Academic
Success/Instruction
& College, Career, &
Military Readiness
(CCMR)

Cornerstone 2

Employee
Recruitment/
Retention

Cornerstone 3

Parent &
Community
Engagement

Cornerstone 4

Facility
Growth/Planning &
Safety/Security

Cornerstone 5

Technology



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

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

 NAVARRO ISD The Heart of Geronimo		Strategic Action & Engagement	
Cornerstones Five foundational focus areas to drive progress for our students and staff.			
Cornerstone	Objectives	Critical Success Factors	
Academic Success/Instruction & College, Career, & Military Readiness (CCMR)	Build relationships with all students, knowing them by name and need, to foster connections and create an environment that focuses on the whole child.	- Increased student attendance rate. - Decreased Office referrals. - Student surveys and feedback. - Increase in student engagement in campus and district activities and programs. - Student Advisors meet regularly to discuss and address ways student concerns and needs. - Increase in performance on assessments. - Increase in postsecondary career offers, college scholarships and military opportunities for students. - Increase in awards, recognition, & distinctions. - Comprehensive supplies, resources, and necessary program items inventory and refresh/replace/retire cycles constantly monitored and adjusted for growth needs. - Advanced academics, specialized courses, and extracurricular activities will illustrate increased enrollment to meet the state recommendation of 40%.	
	Provide, implement, and sustain a rigorous, high-quality curriculum that challenges all students to allow them to reach their full potential and to achieve a district top rating.		
Employee Recruitment/Retention	Increased opportunities for advanced academics, specialized courses, and extracurricular activities to allow students to pursue interests and demonstrate College and Career Readiness.	- Effective Outreach - Strengthening efforts to reach a diverse pool of qualified candidates through targeted and inclusive recruitment channels. - Proactive Succession Planning - Establishing and maintaining a strategic talent pipeline to ensure leadership continuity between. - Being current with educational trends and adopting/recruitment strategies to meet evolving needs. - Use exit and interviews are regularly conducted to gather valuable feedback, understand employee motivations, and proactively address concerns. - Total Compensation packages are regularly assessed and adjusted to remain competitive in the educational sector. - Targeted incentives such as referral bonuses, to boost employee engagement and satisfaction are introduced. - Relevant training is provided that aligns with teacher needs and enhances job satisfaction. - Surveys are conducted regularly to help the district prioritize areas requiring immediate attention, ensuring that resources are directed toward the most critical aspects of employee satisfaction. - Key focus priorities and solutions must regularly be discuss, address, and provide background on areas of employee needs and concerns.	
	Foster a dynamic and inclusive recruitment strategy for the school/district, dedicated to attracting exceptional educators, thereby enhancing academic excellence and maintaining a robust talent pipeline to ensure sustained educational quality, even during periods of turnover.		
Parent & Community Engagement	Implement a robust employee retention strategy, emphasizing ongoing professional development, conducting thoughtful pay and exit interviews, and offering total compensation packages with innovative incentives to foster a supportive and rewarding environment for long-term staff satisfaction and commitment.	- Create and maintain streamlined and centralized communication platforms that include website, newsletter, and social media components to develop and maintain positive collaborative relationships that are transparent for all stakeholders to provide information and strengthen support for learners ISD. - Increase family and community engagement and satisfaction by developing and maintaining positive collaborative relationships with all stakeholders with opportunities for involvement in campus, department, and organization activities.	
Facility Growth/Planning & Safety/Security	Implement a robust employee retention strategy, emphasizing ongoing professional development, conducting thoughtful pay and exit interviews, and offering total compensation packages with innovative incentives to foster a supportive and rewarding environment for long-term staff satisfaction and commitment.	- Use exit and interviews are regularly conducted to gather valuable feedback, understand employee motivations, and proactively address concerns. - Total Compensation packages are regularly assessed and adjusted to remain competitive in the educational sector. - Targeted incentives such as referral bonuses, to boost employee engagement and satisfaction are introduced. - Relevant training is provided that aligns with teacher needs and enhances job satisfaction. - Surveys are conducted regularly to help the district prioritize areas requiring immediate attention, ensuring that resources are directed toward the most critical aspects of employee satisfaction. - Key focus priorities and solutions must regularly be discuss, address, and provide background on areas of employee needs and concerns.	
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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	2025
Total Students	1940	1851	1993	2149	2,429	2,675	3,074
African American	1.5%	1.3%	.8%	1.5%	2.2%	3.10%	3.74%
Hispanic	41.00%	40.6%	37.9%	40.9%	44.1%	45.9%	48.24%
White	54.8%	55.2%	58.3%	54.3%	48.7%	45.79%	41.83%
American Indian	0.2%	0.1%	0.0%	0.1%	0.1%	0.15%	0.20%
Asian	0.08%	0.7%	1.5%	0.9%	1.2%	1.04%	1.14%
Pacific Islander	0.2%	0.2%	0.0%	0.2%	0.6%	0.75%	0.62%
Two or More							
Races	1.6%	1.9%	1.5%	2.1%	3.2%	4.15%	4.26%
Economically							
Disadvantaged	36.1%	33.3%	21.2%	27.8%	31.7%	57.23%	45.25%
Non-Educationally							
Disadvantaged	63.9%	66.7%	78.8%	72.2%	68.3%	42.77%	54.75%
Emergent							
Bilinguals	4.23%	5.0%	4.82%	4.2%	6.4%	5.20%	5.20%
Graduation Rate	99.3%	*97.5%	98.6%	99.3%	99.6%	99.3%	100%
College and							
Career Ready Graduates							???
	74.0%	*71.6%	68.2%	71.9%	72%	67%	

2019 2020 2021									
At Risk									
2022 2023 2024 2025									
12.78%									
31.8% 27.8% 19.7% 35.6%									
37.4% 32.97%									
have not coded all At-Risk students yet									
Attendance Rate 96.1% *96.3% 94.9% 94.09% 97.65% 96.41% 94.52% Navarro									

ISD Schools and Enrollment

2019 2020 2021 2022 2023 2024 2025									
Navarro Elementary (Prek - 2)									
546 563 566 697 634 695 812 433 435 457 480 543									
*2023 Grade 3 moved to Intermediate Navarro									
Intermediate (3-5)									
665 763									
*In 2023 Grade 6 moved to Junior High									
Navarro Junior High School (6-8) 324 311 323 343 561 603 702 Navarro High School (9-12) 637									
635 639 654 705 712 797									

Navarro ISD Program Enrollment		Navarro ISD Program Percentage	Current Enrollment
Emergent Bilingual	5.20 %		163
Career and Technology Education	68.31%		707 (8-12th Grade)
8th-12th Graders Enrolled in a CTE Course			

Gifted and Talented	8.23%	253
Special Education	16.92 %	520

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

- NWEA Measures of Academic Progress (MAP) in Reading and Mathematics for grades K–8, which diagnoses learning loss, measures growth, and benchmarks achievement levels.
- Benchmarks and STAAR Interim Assessments for grades 6–12 to track ongoing performance and readiness.
- Edgenuity’s online tutorial system for students in non-EOC courses, providing personalized remediation where gaps are identified.

In compliance with HB 1416, any student who did not meet the 2025 STAAR passing standard receives subject-specific, intensive tutoring. To support this effort, each campus has built a dedicated 30-minute targeted-tutoring block into its daily master schedule.

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

- **Approaching:** 90 percent of students
- **Meeting:** 60 percent of students
- **Mastering:** 30 percent of students

[Spring 2025 data from TexasSchools.gov](#)

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^

All Subjects

Percent of Tests

At Approaches GL Standard or Above 79% 73% 74% 85% 40% 94% 80% 82% 68%

At Meets GL Standard or Above	53%	42%	45%	61%	0%	74%	56%	62%	39%
At Masters GL Standard	20%	13%	15%	25%	0%	48%	12%	25%	13%

Number of Tests

At Approaches GL Standard or Above 3,126 80 1,333 1,520 2 29 20 142 1,403

At Meets GL Standard or Above	2,092	46	811	1,091	0	23	14	107	797
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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
At Masters GL Standard	807	14	279	452	0	15	3	44	263
Total Tests	3,944	109	1,813	1,788	5	31	25	173	2,063

Reading/Language Arts (RLA)**Percent of Tests**

At Approaches GL Standard or Above 81% 83% 75% 86% * 91% 82% 84% 69%

At Meets GL Standard or Above	57%	55%	48%	65%	*	82%	64%	65%	42%
At Masters GL Standard	22%	17%	17%	28%	*	55%	9%	22%	14%

Number of Tests

At Approaches GL Standard or Above 1,300 39 558 626 * ** 9 57 585

At Meets GL Standard or Above	914	26	355	473	*	**	7	44	352
At Masters GL Standard	358	8	126	202	*	**	1	15	122

Total Tests	1,609	47	742	728	*	**	11	68	848
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Mathematics

Percent of Tests

At Approaches GL Standard or Above 79% 63% 73% 85% * 92% 67% 84% 68%

At Meets GL Standard or Above	51%	34%	44%	59%	*	67%	44%	54%	38%
At Masters GL Standard	20%	16%	16%	24%	*	25%	22%	21%	13%

Number of Tests

At Approaches GL Standard or Above 1,097 24 471 533 * 11 ** 51 504

At Meets GL Standard or Above	711	13	284	369	*	8	**	33	280
At Masters GL Standard	281	6	106	151	*	3	**	13	95
Total Tests	1,394	38	644	628	*	12	**	61	740

Science

Percent of Tests

At Approaches GL Standard or Above 80% 71% 75% 87% * 100% * 79% 70%

At Meets GL Standard or Above	50%	21%	40%	60%	*	60%	*	71%	35%
At Masters GL Standard	15%	0%	9%	21%	*	60%	*	25%	9%

Number of Tests

At Approaches GL Standard or Above 473 10 209 223 * 5 * 22 220

At Meets GL Standard or Above	293	3	112	153	*	3	*	20	109
At Masters GL Standard	90	0	26	54	*	3	*	7	27

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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Total Tests	588	14	279	257	*	5	*	28	313

Social Studies**Percent of Tests**

At Approaches GL Standard or Above 73% 70% 64% 79% - * * 75% 58%

At Meets GL Standard or Above	49%	40%	41%	55%	-	*	*	63%	35%
At Masters GL Standard	22%	0%	14%	26%	-	*	*	56%	12%

Number of Tests

At Approaches GL Standard or Above 256 7 95 138 - * * 12 94

At Meets GL Standard or Above	174	4	60	96	-	*	*	10	56
At Masters GL Standard	78	0	21	45	-	*	*	9	19
Total Tests	353	10	148	175	-	*	*	16	162

Data Table: Additional Student Groups

All Subjects

Percent of Tests

At Approaches GL Standard or Above 79% 71% 85% 99% 69% 70% 44% 77% 81% 77% 32% 50% 24% -

At Meets GL Standard or Above	53%	42%	61%	97%	31%	34%	16%	59%	55%	50%	8%	0%	12%	-
At Masters GL Standard	20%	14%	25%	70%	6%	9%	3%	21%	22%	19%	0%	0%	0%	-

Number of Tests

At Approaches GL Standard or Above 3,126 1,182 1,944 385 179 193 327 113 1,755 1,371 8 4 4 -

At Meets GL Standard or Above	2,092	692	1,400	375	80	94	120	86	1,200	892	2	0	2	-
At Masters GL Standard	807	237	570	270	16	25	22	30	470	337	0	0	0	-
Total Tests	3,944	1,660	2,284	388	260	275	747	146	2,172	1,772	25	8	17	-

Reading/Language Arts (RLA)

Percent of Tests

At Approaches GL Standard or Above 81% 73% 87% 100% 69% 71% 38% 84% 81% 80% 50% * 43% -

At Meets GL Standard or Above	57%	45%	65%	99%	36%	40%	14%	66%	57%	57%	10%	*	14%	-
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At Masters GL Standard	22%	16%	27%	74%	7%	10%	2%	23%	23%	21%	0%	*	0%	-

Number of Tests

At Approaches GL Standard or Above 1,300 503 797 169 75 82 114 47 724 576 5 * 3 -

At Meets GL Standard or Above	914	312	602	168	39	46	42	37	503	411	1	*	1	-
At Masters GL Standard	358	111	247	125	8	12	7	13	206	152	0	*	0	-
Total Tests	1,609	689	920	169	109	116	303	56	889	720	10	*	7	-

Mathematics

Percent of Tests

At Approaches GL Standard or Above 79% 70% 85% 100% 73% 74% 47% 70% 80% 77% 11% * 14% -

At Meets GL Standard or Above	51%	41%	59%	97%	33%	36%	17%	58%	54%	48%	11%	*	14%	-
At Masters GL Standard	20%	14%	25%	69%	9%	13%	3%	25%	22%	18%	0%	*	0%	-

Number of Tests

At Approaches GL Standard or Above 1,097 416 681 157 65 71 130 37 607 490 1 * 1 -

At Meets GL Standard or Above	711	241	470	153	29	35	47	31	406	305	1	*	1	-
At Masters GL Standard	281	83	198	109	8	12	9	13	163	118	0	*	0	-
Total Tests	1,394	592	802	157	89	96	275	53	755	639	9	*	7	-

Science

Percent of Tests

At Approaches GL Standard or Above 80% 74% 86% 98% 73% 74% 52% 83% 82% 78% * * * -

At Meets GL Standard or Above	50%	36%	60%	89%	27%	29%	14%	52%	55%	43%	*	*	*	-
At Masters GL Standard	15%	10%	19%	62%	0%	2%	2%	9%	17%	14%	*	*	*	-

Number of Tests

At Approaches GL Standard or Above 473 184 289 46 30 31 59 19 263 210 * * * -

At Meets GL Standard or Above	293	91	202	42	11	12	16	12	177	116	*	*	*	-
At Masters GL Standard	90	26	64	29	0	1	2	2	53	37	*	*	*	-
Total Tests	588	250	338	47	41	42	114	23	320	268	*	*	*	-

Social Studies

Percent of Tests

At Approaches GL Standard or Above 73% 61% 79% 87% 43% 43% 44% 71% 77% 66% * * * -

At Meets GL Standard or Above	49%	37%	56%	80%	5%	5%	27%	43%	55%	41%	*	*	*	-
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At Masters GL Standard	22%	13%	27%	47%	0%	0%	7%	14%	23%	21%	*	*	*	-

Number of Tests

At Approaches GL Standard or Above 256 79 177 13 9 9 24 10 161 95 * * * -

At Meets GL Standard or Above	174	48	126	12	1	1	15	6	114	60	*	*	*	-
At Masters GL Standard	78	17	61	7	0	0	4	2	48	30	*	*	*	-

Total Tests	353	129	224	15	21	21	55	14	208	145	*	*	*	-
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	2024 Annual Graduates	
	Count Credit	Percentage

Texas Success Initiative (TSI) Criteria

Met TSI criteria in both RLA and Mathematics 69 47.9%

Met TSI criteria in both RLA and Mathematics, excluding college prep courses	69	47.9%
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TSI Criteria - Reading/Language Arts (RLA)

Met TSI criteria for at least one indicator in RLA 77 53.5%

Met TSI criteria in RLA, excluding college prep courses	77	53.5%
Met TSI assessment criteria	74	51.4%
Met ACT criteria	7	4.9%
Met SAT criteria	47	32.6%
Earned credit for a college prep course	0	0.0%

TSI Criteria - Mathematics

Met TSI criteria for at least one indicator in Mathematics 73 50.7%

Met TSI criteria in Mathematics, excluding college prep courses	73	50.7%
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Met TSI assessment criteria	72	50.0%
Met ACT criteria	8	5.6%
Met SAT criteria	37	25.7%
Earned credit for a college prep course	0	0.0%

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	2024 Annual Graduates	
	Count Credit	Percentage

AP/IB Examination

Met criterion score on an AP/IB exam in any subject 23 16.0% **Dual Course Credits**

Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject

OnRamps Dual Enrollment Course

Earned an associate degree by August 31 immediately following high school graduation

Completed an OnRamps course and qualified for at least 3 hours of university or college credit
in any subject
48 33.3%

Associate Degree

6 4.2%

Special Ed with Advanced Diploma Plan

0 0.0%

Received special education services and earned an advanced diploma 6 4.2%

Industry-Based Certifications (IBC)

Earned an IBC and received credit for an aligned level two or higher course 66 45.8%

Earned at least one sunseting IBC and did not meet any other CCMR criteria	0	0.0%
Earned only a sunseting IBC and are not included due to IBC cap*	0	0.0%

Level I or Level II Certificate

Earned a level I or level II certificate in any workforce education area 0 0.0% Graduate with Completed IEP and Workforce Readiness

Received graduation type code of 04, 05, 54, or 55 3 2.1%

U.S. Armed Forces

Enlisted in the U.S. Armed Forces 1 0.7%

Accountability Groups																	
	All Student s	African American			Americ an Indian	Asia n	Pacif ic Islan der	Two or Mor e Rac es	High Focus ^								

4-Year Graduation Rate (Gr 9-12): Class of 2024

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Accountability Groups																		
	All Student s	African American			American Indian	Asian	Pacific Islander	Two or More Races	High Focus^									
% Graduated	94.8%	*	91.9%	96.6%	-	*	-	*			95.0%	93.8%	100.0%	93.8%	*	*	-	-

# Graduated	145	*	57	84	-	*	-	*	57	49	96	15	6	15	*	*	-	-
Total in Class	153	*	62	87	-	*	-	*	60	52	101	16	6	16	*	*	-	-

5-Year Extended Graduation Rate (Gr 9-12): Class of 2023

%
Graduated

98.8% * 96.7% 100.0% - * - * 98.0% 97.6% 99.2% 100.0% * 92.9% * - * -

# Graduated	162	*	59	94	-	*	-	*	48	40	122	13	*	13	*	-	*	-
Total in Class	164	*	61	94	-	*	-	*	49	41	123	13	*	14	*	-	*	-

6-Year Extended Graduation Rate (Gr 9-12): Class of 2022

%
Graduated

96.3% * 96.9% 95.6% - - - * 89.2% 86.4% 97.8% 100.0% * 100.0% * * - -

# Graduated	154	*	62	87	-	-	-	*	33	19	135	22	*	13	*	*	-	-
Total in Class	160	*	64	91	-	-	-	*	37	22	138	22	*	13	*	*	-	-

Annual Dropout Rate (Gr 9-12): SY 2023-24

% Dropped Out

0.9% 0.0% 1.6% 0.5% - 0.0% 0.0% 0.0% 1.5% 1.1% 0.9% 0.0% 5.3% 2.1% * * - -

% Dropped Out - Conversion	91.0%																	
# Dropped	7	0	5	2	-	0	0	0	5	3	4	0	2	2	*	*	-	-

d Out																		
# of Students	740	16	321	370	-	8	5	20	333	275	465	47	38	95	*	*	-	

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Student Learning Strengths

Achievement Strength Areas:

There is a high participation rate for students taking the ACT, SAT and TSI

Majority of the content areas surpassed the region and state average

SAT School Day at the High School for the 2025-2026 school year

There is an increase in the percentage of students completing a coherent sequence of courses aligned to industry certification

Advance Placement scores increased from prior year

Dual credit enrollment and completion increased from prior year

High Graduation rate among all populations

Additional advanced academics courses with increased enrollment

Problem Statements Identifying Student Learning Needs

Problem Statement 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 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both instructional materials and common assessments.

Root Cause: There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

Navarro Independent School District

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) as the foundation for the district curriculum. The TCMPC system does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. Instructional Coaches align TCMPC Scope and Sequence and Instructional Focus Documents for each grade level and content area to help frame the lesson and ensure that TEKS are covered in the classroom according to the depth and intensity designed by the State of Texas. In addition to TCMPC, Navarro ISD uses Eduphoria Aware to house and analyze student testing and academic performance. The reporting features of Aware allow teachers to review in-district assessment performance alongside State Assessment performance. The staff also uses resources provided by Lead4Ward to help review and analyze data for instructional planning. The combination of the three curriculum resources provides teachers with the data tools necessary to design engaging lessons targeted at the highest needs.

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

As a means for guiding the delivery of instruction, the district has adopted The Fundamental 5 by Sean Cain and Mike Laird and Explicit Instruction by Anita Archer as the means for addressing Tier 1 instruction. These two methodologies of instructional delivery provide a context for actively engaging all students while continually assessing student progress in the classroom. Both texts support the concept of the lesson cycle and the elements that have the most effect on student learning. The district maintains a focus on Multi-tiered system of Supports and ensuring that all students needs are met. With the implementation of Explicit Instruction and the Fundamental 5, we are able to support Tier 1 instruction to help our most struggling learners as well as increase opportunities for mastery for our stronger learners.

These approaches also assist staff in the continual collection of data to specify the type of instructional settings or intervention that may be needed for each student. The MTSS Tiering process is described below:

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

- **Tier 1** represents universal, on-grade-level instruction for all students.
- Subsequent tiers are marked with (+) for enrichment and (–) for targeted intervention, signifying progressively deeper levels of support.

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

Tier 3	Tier 2	Tier 1	Tier 2+	Tier 3+	Intensive Interventions	Targeted Intervention	Universal Core Instruction	Targeted Intervention	Intensive Intervention	11th - 24th
Percentile of students 25th to 75th					Percentile of students 79th to 89th	Percentile of students 90th to 99th	Percentile of Students			

Tier 3 Tier 2 Tier 1 Tier 2+ Tier 3+ Frequent Progress Monitoring Intervention in addition to the core

	curriculum	Core Instruction/General Curriculum	Differentiation of Core Curriculum	Gifted and Talented Referral
			Gifted Programming, Honors	
Individualized Intervention	Strategic monitoring of progress	Differentiated Instruction -	Classes, Small Groups	Individualized Differentiation
Formative Assessment				

Personnel

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

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

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.

Problem Statement 2: As the district enrollment continues to increase, the child nutrition department will work to increase overall participation in meal services to sustain funding.

Root Cause: Increased enrollment causes an increase in costs to maintain a sustainable program.

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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 and 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. Navarro Independent

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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 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both

instructional materials and common assessments.

Root Cause 7: There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

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

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
Section 504 data
Homeless data
Gifted and talented data
Dyslexia data

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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

Goals

Revised/Approved: September 29, 2025

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

Performance Objective 1: Reduce annual teacher turnover to 15% by May 2026.

High Priority

Evaluation Data Sources: HR teacher counts and resignations via Frontline, Ascender, and spreadsheets

Strategy 1: Take action based on the employee satisfaction survey administered in April 2025 and begin surveying annually to monitor change and respond to employee concerns.
Strategy's Expected Result/Impact: Employee morale will improve because campus, department, and district leaders will better understand concerns and take action to address them.
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership overall. Campus and department leaders for each team.

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No Progress



Strategy 1 Details Reviews

Strategy 2: Conduct Stay Interviews with at least 50% of each employee group by February 2026. **Strategy's Expected Result/Impact:** Supervisors will better understand employees' motivation, rewards, and concerns which will improve the employee-supervisor relationship and lead to improved working conditions. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources and School Leadership overall. Campus and department leaders for each team.

Formative Summative

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No Progress

Strategy 2 Details Reviews

Strategy 3: Propose 2026-2027 compensation that for all employee groups is above the median of regional districts that compete for the same candidates. **Strategy's Expected Result/Impact:** Competitive compensation will contribute to recruiting and retaining high quality employees. **Staff Responsible for Monitoring:** Chief Financial Officer and Salary and Benefits

Formative Summative

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No Progress

Strategy 3 Details Reviews

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Strategy 4: Expand eligibility for the Teacher Incentive Allotment (TIA) from 100 teachers in 2024-2025 to 100% of teachers in 2025-2026. **Strategy's Expected Result/Impact:** Opportunities for substantial performance-based pay will increase teacher retention. Expanded implementation of the TIA system will drive improvements in teacher appraisal practices and systems for monitoring student academic growth. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources and

School Leadership and Chief Academic Officer
Formative Summative

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No Progress

Strategy 4 Details Reviews

Strategy 5: Hold monthly new teacher support meetings facilitated by veteran teachers. **Strategy's Expected Result/Impact:** Improve the performance, morale, and retention of new teachers. Provide an additional leadership opportunity for veteran teachers. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources and School Leadership
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No Progress

Strategy 5 Details Reviews

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Start the school year with no vacancies on any campus or in any department in August 2026.

Evaluation Data Sources: Staffing data in Frontline and on HR spreadsheets

Strategy 1 Details Reviews

Strategy 1: Post information-rich, appealing job opportunities on Frontline Recruiting and Hiring within 24 hours of staff turnover and within 48 hours on district social media.

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

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

Formative Summative Oct Jan Apr July

Strategy 2 Details Reviews

Strategy 2: At job fairs, improve the appeal of the district's booth or table, the information provided, and branded giveaway items. Systematically follow up with new contacts.
Strategy's Expected Result/Impact: Increase pool of applicants for posted positions.
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership
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Strategy 3: Fully implement the Human Capital Marketing Plan that was developed in support of Board and Superintendent Goal 1.2
Strategy's Expected Result/Impact: Boost the total number and quality of applicants, enhance hiring manager satisfaction, and improve short-term retention rates for both professional and support staff.
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership

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No Progress



Strategy 3 Details Reviews

Strategy 4: Fully implement the Facilities and Operations Human Capital Plan that was developed in support of Board and Superintendent Goal 4.2
Strategy's Expected Result/Impact: Optimize staffing, enhance training, and foster a culture of excellence to ensure our facilities consistently support the district's educational mission.
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership Navarro Independent School District

Strategy 4 Details Reviews

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No Progress



Strategy 5: Implement Frontline Recruiting & Hiring 2.0 upon its release in early 2026 and fully utilize its capabilities to track hiring and onboarding processes.
Strategy's Expected Result/Impact: Improve effectiveness and efficiency of the hiring process for hiring managers.
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership
Formative Summative

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No Progress



Strategy 5 Details Reviews

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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

Performance Objective 3: Ensure that every employee group has opportunities for professional learning and development.

Evaluation Data Sources: Employee survey and stay interview data.

Strategy 1 Details Reviews

Strategy 1: Develop and improve systems to ensure all employees participate in an annual appraisal process that supports their growth and development. (Strategy group A from the Talent Development Plan developed in support of Board and Superintendent Goal 1.3.)

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

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

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No Progress



Strategy 2 Details Reviews

Strategy 2: Identify all training that new employees in each job category need and develop structures to ensure it takes place. (Strategy group B from the Talent Development Plan developed in support of Board and Superintendent Goal 1.3.)

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

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

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No Progress



Strategy 3 Details Reviews

Strategy 3: Develop differentiated learning opportunities that address the knowledge and skills required for high performance and that incorporates employee feedback. (Strategy group C from the Talent Development Plan developed in support of Board and Superintendent Goal 1.3.)

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

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

School Leadership

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No Progress



☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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

Performance Objective 4: Improve substitute fill rate to from 84.5% in 2024-2025 to 87% in 2025-2026, resulting in improved teacher morale because their classes are covered when they are absent for personal or professional reasons.

Evaluation Data Sources: Frontline Absence Management

Strategy 1: Increase total number of days substitutes are available by growing the substitute pool and implementing motivators for substitutes working more days.

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

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

Formative Summative

Oct Jan Apr July

No Progress



Strategy 1 Details Reviews

Strategy 2: Improve substitute effectiveness through professional learning opportunities, including in person meetings and internet based training.

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

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

Formative Summative

Oct Jan Apr July

No Progress



Strategy 2 Details Reviews

Strategy 3: Improve communication with substitutes via in-person meetings and regular electronic messaging. **Strategy's Expected Result/Impact:** Substitute morale and effectiveness will improve due to greater access to timely information, more opportunities to provide feedback on their experience, and opportunities to connect with other substitutes.

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

Strategy 3 Details Reviews

Formative Summative

Oct Jan Apr July

No Progress



Strategy 4: Implement a monthly "Very Important Panther Substitute" (VIPS) program to recognize outstanding contributions by substitute teachers.

Strategy's Expected Result/Impact: Improve substitute morale and motivation.

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

Formative Summative

Oct Jan Apr July

No Progress

☐

No Progress

☐

Accomplished

☐

Continue/Modify

☐

Discontinue

Strategy 4 Details Reviews

Goal 2: Priority 2: Maximizing Student Performance:

-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)

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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: The District Administrative Team will strategically plan District Staff Development days within the district calendar to support curriculum planning, alignment and researched best practices.

Strategy's Expected Result/Impact: Increase student performance across classrooms and across grade levels. **Staff Responsible for Monitoring:** Chief Academic Officer, Campus Principals, Program Directors and Specialists, Instructional Coaches

Funding Sources: - Local Funds

Strategy 1 Details Reviews

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Some Progress



Strategy 2: PLC vertical and horizontal alignment teams will meet in professional development grouping and throughout the school year at designated times within the campus schedule.

Strategy's Expected Result/Impact: Ensure consistent curriculum delivery and instruction for all students. Provide planning time to teachers and staff.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Coaches **Funding Sources:** - Local Funds

Strategy 2 Details Reviews

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Moderate Progress



Strategy 3: Work with the Academic Planning Team to develop a school year calendar that supports time for teachers to obtain professional development and content alignment time to address high need areas such as Reading, Math and Writing for Special Education,

Strategy 3 Details Reviews

ESL, and Economically Disadvantaged students.

Strategy's Expected Result/Impact: Develop a working academic calendar to support all student and staff needs. **Staff Responsible for Monitoring:** Chief Academic Officer

Funding Sources: - Local Funds

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Strategy 4 Details Reviews

Strategy 4: Plan PLC meetings to address instructional needs of the district.

Strategy's Expected Result/Impact: Focus on instructional goals for the district and campuses to improve student performance.

Staff Responsible for Monitoring: Chief Academic Officer

Problem Statements: Student Learning 2 - Perceptions 2, 3

Funding Sources: - Local Funds

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Strategy 5 Details Reviews

Strategy 5: PLC Teams will be monitored throughout the school year to provide support in data analysis, progress monitoring and interventions for at-risk or high needs students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals

Problem Statements: Student Learning 1, 2 - Perceptions 3

Funding Sources: - LASO Grant Funds, - Local Funds

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Strategy 6 Details Reviews

Strategy 6: Develop a plan for all K-3 teachers and principals to complete the HB3 Reading Academies. **Strategy's Expected Result/Impact:** Teacher and Principal enrollment in the K-3 Reading Academy **Staff Responsible for Monitoring:** Chief Academic Officer

Funding Sources: - Local Funds, - Title I Funds

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Strategy 7: Provide staff development in-service days to support the comprehensive model associated with the mandatory HB3 Reading Academies for all K-3 teachers.
Strategy's Expected Result/Impact: Staff Development Calendar and academic calendar

Strategy 7 Details Reviews
options to support staff training and in-service.
Staff Responsible for Monitoring: Chief Academic Officer
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Strategy 8: Allocate funding to support the implementation of the HB3 Reading Academies. **Strategy's Expected Result/Impact:** Ability to provide payment for the comprehensive and blended models of training for the HB3 Reading Academies.
Staff Responsible for Monitoring: Chief Academic Officer, Chief Financial Officer

Strategy 8 Details Reviews
Funding Sources: - Title I Funds, - Local Funds
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment. **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: The district performance in 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both instructional materials and common assessments. **Root Cause:** There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

Perceptions

Problem Statement 2: As our enrollment continues to increase, we recognize that our student population is becoming more diverse. Diversity of student and staff populations are not always celebrated through district programs, activities or instruction. This is an area that we are addressing through our Parent and Family Engagement Activities. **Root Cause:** Diversity is not yet recognized across all campuses. Demographic data needs to be better utilized to identify this diversity.

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

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Goal 2: Priority 2: Maximizing Student Performance:

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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

Strategy 1: 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 Rtl, student learning needs, current TEKS readiness, potential STAAR performance, College Readiness and diagnostic data for teachers to focus on gaps in student learning.

Strategy's Expected Result/Impact: Identify learning gaps to address individual student

needs. Improve student academic performance.

Staff Responsible for Monitoring: Chief Academic Officer

Funding Sources: - Local Funds

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Strategy 2 Details Reviews

Strategy 2: 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. **Strategy's Expected Result/Impact:** Provide teachers with training and tools necessary to support struggling students and fill instructional learning gaps. Improve student performance.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches

Funding Sources: - Local Funds

Navarro Independent School District

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Strategy 3 Details Reviews

Strategy 3: Budget funding to support the assessment program.

Strategy's Expected Result/Impact: Provide assessment program to monitor student performance. **Staff Responsible for Monitoring:** Chief Academic Officer

Funding Sources: - Local Funds

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Strategy 4 Details Reviews

Strategy 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.

Problem Statements: Student Learning 1, 2

Funding Sources: - LASO Grant Funds, - Local Funds

Strategy's Expected Result/Impact: Ensure accurate data assessment to support student learning. Address individual student learning needs.

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

Results Driven Accountability

Strategy 5 Details Reviews

Strategy 5: Continue to use Benchmark assessments at appropriate grade levels to measure classroom alignment with curriculum standards.

Strategy's Expected Result/Impact: Measure student performance on learning objectives.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Coaches

Results Driven Accountability

Problem Statements: Student Learning 1, 2

Funding Sources: - Local Funds

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Strategy 6 Details Reviews

Strategy 6: Use Eduphoria Aware to develop common assessments for Semester or Six week exams to measure student progress across classrooms and PLC teams.

Strategy's Expected Result/Impact: Measure student performance among same subject area classrooms for consistency in academic achievement across classroom environments.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Coaches, Instructional Technologists

Problem Statements: Student Learning 1, 2

Funding Sources: - Local Funds

Navarro Independent School District

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Strategy 7 Details Reviews

Strategy 7: Focus staff development efforts with teachers on the use of District purchased curriculum, pacing guides, instructional resources and alignment of content.

Strategy's Expected Result/Impact: Designated staff development to support effective implementation of the TCMPC and expansion of the program to include district created content for specials.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches

Problem Statements: Student Learning 1, 2

Funding Sources: - Local Funds, - Instructional Materials Allotment

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment. **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.

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Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 3: The district will utilize Instructional Technology Specialist to support teacher use of technology and integration in the classroom. The specialist will provide relevant training on integration best practices and create/manage a Think Tank where all staff can access on-demand training.

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

Strategy 1 Details Reviews	
Strategy 1: Implement the Technology Integration Matrix (TIM) Model to support an interactive student learning environment and technology integration into the standard curriculum.	Principals, Instructional Technologist
Strategy's Expected Result/Impact: Measure teacher proficiency levels with technology in the classroom. Staff Responsible for Monitoring: Chief Academic Officer, Campus	Problem Statements: Perceptions 5 Funding Sources: - Local Funds Formative Summative Oct Jan Apr July
Strategy 2 Details Reviews	
Strategy 2: Revise and monitor the scope and sequence of technology concepts and skills based on the Technology Applications TEKS and the Technology Integration Matrix as a guide.	
Strategy's Expected Result/Impact: Integration of Technology Applications TEKS into the Scope and Sequence of K-8 courses.	
Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Technologist	Navarro Independent School District Formative Summative Oct Jan Apr July
Problem Statements: Perceptions 5 Funding Sources: - Local Funds	

Strategy 3:
Strategy 3 Details Reviews Formative Summative
Provide professional development opportunities aligned to the Technology Integration Matrix and the T-TESS/T-PESS technology expectations.
Strategy's Expected Result/Impact: Provide staff development that meets teachers needs

for continual improvement in the classroom.
Staff Responsible for Monitoring: Instructional Technologist, Chief Academic Officer
Problem Statements: Perceptions 5
Funding Sources: - Local Funds
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Strategy 4: Enable all students to demonstrate solid proficiency and independent use of technology supporting academic achievement and college and career readiness.
Strategy's Expected Result/Impact: Increased learning opportunities through online resources, college and career readiness, and instructional opportunities/supports per District Technology Plan.
Staff Responsible for Monitoring: Director of Technology, Instructional Technologist

Strategy 4 Details Reviews
Problem Statements: Perceptions 5
Funding Sources: - Local Funds
Formative Summative Oct Jan Apr July

Strategy 5: Customize professional development to meet teacher/staff needs in real time to support teacher comfort levels of technology that best support student learning needs.
Strategy's Expected Result/Impact: Increased use of technology in the classroom that supports academic rigor and lifelong learning practices.
Staff Responsible for Monitoring: Chief Academic Officer, Instructional Technologist, Campus Principals

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Problem Statements: Perceptions 5
Funding Sources: - Local Funds

Navarro Independent School District

Strategy 6 Details Reviews

Strategy 6: Provide summer training academies the within district to address continuing education needs of teachers and staff.
Strategy's Expected Result/Impact: Provide technology and curriculum training to staff.

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

Accomplished

Problem Statements: Perceptions 5

Funding Sources: - Local Funds

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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 5: 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.

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 4: 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	
Strategy 1: Provide technology training to increase the effective use of technology for student learning experiences in classrooms. Specifically, support 1:1 initiatives and increase instructional support to teachers and staff in alignment with the Technology Integration Matrix.	Staff Responsible for Monitoring: Chief Academic Officer, Director of Technology, Instructional Technologist
Strategy's Expected Result/Impact: Technology training provided in-district through Instructional Technologist; Increase participation in technology and training opportunities.	Funding Sources: - Local Funds
	Formative Summative Oct Jan Apr July

Strategy 2 Details Reviews	
Strategy 2: Provide training in district to support differentiation strategies and differentiated instruction models as related to the Gifted and Talented, Special Education, ESL Program and Technology integration in the classroom. Strategy's Expected Result/Impact: Ensure that appropriate In-District training in differentiated instruction meets individual student needs. Improve student performance.	
Staff Responsible for Monitoring: Chief Academic Officer, Special Education Director, Instructional Program Coordinator, Instructional Technologist, GT Specialist, ESL Specialist, Instructional Coaches	Navarro Independent School District
Funding Sources: - Local Funds	Formative Summative Oct Jan Apr July

Strategy 3 Details Reviews

Strategy 3: 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. **Strategy's Expected Result/Impact:** Full compliance with state and federal regulations. Increase number of teachers with ESL certification.
Staff Responsible for Monitoring: Chief Academic Officer

Results Driven Accountability
Funding Sources: - Local Funds
Formative Summative Oct Jan Apr July

Strategy 4 Details Reviews

Strategy 4: 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.
Strategy's Expected Result/Impact: Increase teacher tools to support struggling learners.
Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program

Coordinator
Funding Sources: - Local Funds, - Title II Funds - 255 13 6411 00 999 6 99 0 00 - \$17,000
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Strategy 5 Details Reviews

Strategy 5: 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. **Strategy's Expected**

Result/Impact: Provide a standardized method across the district to support reading and writing in all subject areas for struggling students.
Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals

Funding Sources: - Local Funds

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 5: 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

Strategy 1: 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. Strategy's Expected Result/Impact: Provide consistent counseling services.

Staff Responsible for Monitoring: Chief Academic Officer

Funding Sources: - Local Funds

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Strategy 2 Details Reviews

Strategy 2: Allocate funding and resources to the Pegasus /PPCD program to serve children ages 3-4 in the district. **Strategy's Expected Result/Impact:** Maintain and grow PPCD program and support child find to support student needs.

Staff Responsible for Monitoring: Chief Academic Officer

Funding Sources: - Local Funds

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Strategy 3 Details Reviews

Strategy 3: Provide Eduphoria to monitor staff development, student assessment

Strategy's Expected Result/Impact: Maintain internal data warehouse.

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

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Funding Sources: - Local Funds

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Strategy 4 Details Reviews

Strategy 4: Provide access to the TCMPC to support instructional focus, year at a glance and curriculum support materials. **Strategy's Expected Result/Impact:** Maintain consistent curriculum across all campuses and within the district. **Staff Responsible for Monitoring:** Chief Academic Officer, Instructional Program Coordinator, Instructional

Coaches

Funding Sources: - Local Funds

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Strategy 5 Details Reviews

Strategy 5: 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.

Strategy's Expected Result/Impact: Purchase of pacing guides; Staff Development Sessions; Region 20 contract support. Curriculum Alignment documents.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program

Coordinator, Instructional Coaches
Formative Summative

Considerable

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Strategy 6: Maintain a single sign on solution to support teacher, staff and student access to district instructional and professional resources.
Strategy's Expected Result/Impact: Support ease of online instructional resources

Strategy 6 Details Reviews
access. Limit password changes; increase security for online systems.
Staff Responsible for Monitoring: Director of Technology, Chief Academic Officer
Formative Summative Oct Jan Apr July

Strategy 7: 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.
Strategy's Expected Result/Impact: Literacy reports from ESC Region; Region Contracts, Teacher training, Curriculum documents, Literacy Committee Feedback.
Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Program Coordinator, Instructional Coaches

Strategy 7 Details Reviews
Formative Summative Oct Jan Apr July

Strategy 8 Details Reviews

Strategy 8: Allocate funding and work collaboratively with the Education Service Center Region 20 to complete a Math Alignment Guide for grades K-12.

Strategy's Expected Result/Impact: Math instructional alignment across campuses and grade levels. **Staff Responsible for Monitoring:** Chief Academic Officer, Instructional Program Coordinator, Instructional Coach

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Moderate
Progress



☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 6: 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	
Strategy 1: Identifying funding and support for the expansion of the Pre-Kindergarten Program to full day classes for qualifying students. Strategy's Expected Result/Impact: Full day Pre-Kindergarten Program.	Staff Responsible for Monitoring: Chief Academic Officer
	Formative Summative Oct Jan Apr July

Strategy 2 Details Reviews	
Strategy 2: Expand personnel to support specialized instruction such as Dyslexia, Mental Health First Aid and Individualized student learning needs. Strategy's Expected Result/Impact: Increase of Personnel.	Staff Responsible for Monitoring: Chief Academic Officer
	Formative Summative Oct Jan Apr July

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 7: 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: The Mental Health Assessment team will identify and select key staff development sessions to support teacher knowledge of mental health.

Strategy's Expected Result/Impact: Increase awareness of mental health; identify staff

Strategy 1 Details Reviews
development to support mental health; identify student programs.
Staff Responsible for Monitoring: Superintendent
Formative Summative Oct Jan Apr July

Strategy 2: Identify community and parent educational sessions to assist parents in understanding student mental health issues, supports and services.

Strategy's Expected Result/Impact: Increase parent and community services to support

Strategy 2 Details Reviews
mental health and wellness for students.
Staff Responsible for Monitoring: Superintendent
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Strategy 3: 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.

Strategy's Expected Result/Impact: Provide anonymous reporting for students to

Strategy 3 Details Reviews
support a need. (StopIt Program) **Staff Responsible for Monitoring:** Campus Principals, Counselors
Formative Summative Oct Jan Apr July

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 8: 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 MTSS Implementation
MTSS team meeting logs
Progress Monitoring data - LLI, Amplify Boost, Reading Plus, Apex,
MAP Assessment Data

Strategy 1 Details Reviews

Strategy 1: Review district data sources RDA, STAAR, System Safeguards, Benchmarks, learning gaps.
formative assessments, and MAP assessment Data to identify at-risk or instructional need **Staff Responsible for Monitoring:** Chief Academic Officer
areas for students and apply the appropriate interventions to support the individual
learning needs based on district resources and tools provided in the MTSS manual. **Funding Sources:** - Local Funds
Strategy's Expected Result/Impact: Use of Data sources; selected targeted interventions. **Formative Summative Oct Jan Apr July**
Increase student performance. Meet instructional needs of struggling learners. Improve

Strategy 2 Details Reviews

Strategy 2: Provide professional development and classroom support for teachers in
implementing the full MTSS structure. **Strategy's Expected Result/Impact:** Ensure the
appropriate application of MTSS process; ensure staff understanding of intervention and
support services. Increase student achievement. Reduce learning gaps among students.
Staff Responsible for Monitoring: Chief Academic Officer, Director of Special
Education
Funding Sources: - Local Funds

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Strategy 3 Details Reviews

Strategy 3: Support reading and math interventions through Title I staff at the Elementary. The Intermediate campus utilizes Title I for reading interventions.
Strategy's Expected Result/Impact: Improve reading and math student performance.
Staff Responsible for Monitoring: Campus Principal, Chief Academic Officer

Funding Sources: - Title I Funds
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Strategy 4 Details Reviews

Strategy 4: Support reading intervention at the Junior High and High School campuses through Reading Courses to accompany ELAR.
Strategy's Expected Result/Impact: Improved Reading Levels of Struggling Readers; Increase test scores; course allocations' class lists.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals
Funding Sources: - Local Funds, - SPED Funds
Formative Summative Oct Jan Apr July

Strategy 5 Details Reviews

Strategy 5: Provide RtI time and scheduling during the school day.
Strategy's Expected Result/Impact: Provide designated tutorial time on the campus master schedule to help reduce learning gaps for struggling learners.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals
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Strategy 6 Details Reviews

Strategy 6: Seek funding and state programming solutions to offer extended school year, tutorials or other supports for struggling students.
Strategy's Expected Result/Impact: Improve student academic achievement among

at-risk populations. **Staff Responsible for Monitoring:** Campus Principals, Chief Academic Officer
Formative Summative Oct Jan Apr July

Strategy 7 Details Reviews

Strategy 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.

Strategy's Expected Result/Impact: Improve student learning objectives and mastery of instructional content. Close learning gaps for students; provide teachers with tools to monitor student progress.

Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals

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Strategy 8: Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and MTSS intervention time. **Strategy's Expected**

Strategy 8 Details Reviews

Result/Impact: Increase in student performance by 10 percentage points. **Staff**

Responsible for Monitoring: Build a foundation of reading and math

Formative Summative Oct Jan Apr July

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

-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)

-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 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
Strategy 1: Provide resources to campuses to support flexible scheduling of classes, instructional support resources and personnel support resources at campuses to accommodate for tutorial and RTI intervention time. Strategy's Expected Result/Impact: Provide resources to support struggling learners. Provide resources to support accelerated learning and support students advancement.	Staff Responsible for Monitoring: Campus Principals, Chief Academic Officer
	Funding Sources: - Local Funds
	Formative Summative Oct Jan Apr July

	Strategy 2 Details Reviews
Strategy 2: Provide professional development support or classroom instructional support in utilizing district progress monitoring tools such, STAAR Reading, MAP, APEX, IXL, and other district provided instructional support resources. Strategy's Expected Result/Impact: Selection of Tools; documentation of student interventions. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Librarians, Instructional Program Coordinator, Instructional Coaches	
Funding Sources: - Local Funds	Navarro Independent School District
	Formative Summative Oct Jan Apr July

Strategy 3 Details Reviews

Program Coordinator

Strategy 3: 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.

Strategy's Expected Result/Impact: Standardized/progress monitoring assessment program. **Staff Responsible for Monitoring:** Chief Academic Officer, Instructional

Problem Statements: Student Learning 1, 2 - Perceptions 5

Funding Sources: - Local Funds

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Strategy 4 Details Reviews

Strategy 4: Implement the classroom management and instructional support of Explicit Instruction in all classrooms. **Strategy's Expected Result/Impact:** Improved best practices to support Tier 1 learning for struggling learners and all learners.

Staff Responsible for Monitoring: Campus Principals, Chief Academic Officer

Funding Sources: - Local Funds, - LASO Grant Funds

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Strategy 5 Details Reviews

Strategy 5: 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Chief Academic Officer, CTE Director, Instructional Program Coordinator, Principal, Academic Dean

Funding Sources: - Local Funds, - CTE Funds - \$40,000

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Strategy 6 Details Reviews

Coordinator, Campus Principals, Instructional Coaches, Instructional Technologist

Strategy 6: Provide instructional tools and resources to ensure curriculum alignment between and among grade levels. **Strategy's Expected Result/Impact:** Alignment of instructional tools and classroom resources to match district curriculum. Consistency of instructional materials for students.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Program

Problem Statements: Student Learning 1, 2

Funding Sources: - Instructional Materials Allotment, - Local Funds

Strategy 7: Campuses will utilize Student Learning Objectives (SLOs) as a measurement for student instructional growth. **Strategy's Expected Result/Impact:** SLO reports, T-TESS Walk-throughs and Classroom Observations **Staff Responsible for Monitoring:**

Campus Principals
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Strategy 7 Details Reviews

Strategy 8: 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.

Strategy's Expected Result/Impact: Improve student performance; monitor consistent application of district curriculum; ensure appropriate application and understanding of curriculum resources and instructional delivery. **Staff Responsible for Monitoring:** Chief

Academic Officer, Campus Principals, Instructional Program Coordinator, Instructional Coaches, Instructional Technologist, ESL Program Specialists

Problem Statements: Student Learning 2

Funding Sources: - Instructional Materials Allotment, - Local Funds

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Strategy 8 Details Reviews

Strategy 9: 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.

Strategy's Expected Result/Impact: Provide a consistent Literacy plan for Navarro ISD

for all students. **Staff Responsible for Monitoring:** Chief Academic Officer, Instructional Program Coordinator, Campus Principals, Instructional Coaches, Region 20 Instructional Specialists

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Strategy 9 Details Reviews

Strategy 10 Details Reviews

Strategy 10: Annually conduct a curriculum audit of existing programs, usage, and implementation success. **Strategy's Expected Result/Impact:** Monitor curriculum application and consistency of curriculum across grade levels and content areas.

Staff Responsible for Monitoring: Chief Academic Officer, Instructional Coaches, Instructional Program Coordinator
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 9 Problem Statements:

Navarro Independent School District

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Student Learning

Problem Statement 1: The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment. **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: The district performance in 8th grade Social Studies has shown a significant decline over the last two years. This is attributed to a lack of alignment in both instructional materials and common assessments. **Root Cause:** There has been a change in staff at the 8th grade level every year in the social studies area. Historically, this has been coaches which require staff members to leave for events leaving instruction to a substitute. Strategic planning has helped. We are providing accelerated instruction, through targeted tutorials and PLC planning, to ensure that we are able to close these instructional gaps.

Perceptions

Problem Statement 5: 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.

Goal 2: Priority 2: Maximizing Student Performance:

-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)

-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 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

Evaluation Data Sources: STAAR/EOC performance results

Strategy 1: Each campus Master Schedule will provide a thirty minute targeted tutorial time to support HB 1416 accelerated instruction requirements.

Strategy's Expected Result/Impact: Students will complete 30 hours of targeted instruction in each identified core subject and achieve a passing standard on state

Strategy 1 Details Reviews

assessments that were not successfully passed on the first attempt. **Staff Responsible for**

Monitoring: Campus Principals

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☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

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Performance Objective 11: 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.

High Priority

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: 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.	Strategy 1 Details Reviews Principals, Instructional Coaches, Instructional Program Coordinator, PEIMS Coordinator
Strategy's Expected Result/Impact: Selection of targeted skills for intervention. PLC meetings. Staff Responsible for Monitoring: Chief Academic Officer, Campus	Funding Sources: - Local Funds Formative Summative Oct Jan Apr July

Strategy 2: Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom.	Strategy 2 Details Reviews
Strategy's Expected Result/Impact: Improved performance on state assessments by ESL and Special Education Students.	
Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Special Education Director, ESL Program Specialists	Navarro Independent School District Formative Summative Oct Jan Apr July
Funding Sources: - Title II Funds, - Local Funds	

Strategy 3: Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs including SIOP and support training.

Strategy's Expected Result/Impact: Improved performance on state assessments by ESL and Special Education Students.

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

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Strategy 4: 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. **Strategy's Expected Result/Impact:**

Strategy 4 Details Reviews

Consistent updating and monitoring of student data.

Staff Responsible for Monitoring: Chief Academic Officer, ESL Program Specialists

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Strategy 5: Develop a comprehensive three year plan addressing the ESL program that can be implemented district wide in all classrooms to best support ELL student learning needs.

Strategy's Expected Result/Impact: Formalized plan to support ELL program learning

Strategy 5 Details Reviews

and advancement. CBLI support, ELPS support and in class supports for ESL learners.

Staff Responsible for Monitoring: Chief Academic Officer, District ESL Specialists

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☐

No Progress

☐

Accomplished

☐

Continue/Modify

☐

Discontinue

Goal 2: Priority 2: Maximizing Student Performance:

-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)

-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 12: The district will focus on the continued refinement of the Functional Academics special education setting to increase teacher effectiveness and student growth in the areas of independence, self-determination and progress/mastery of IEP goals.

Evaluation Data Sources: skill checklists, T-TESS, walkthroughs, observations, IEP goal progress reports

Strategy 1 Details Reviews

Strategy 1: The district special education team will provide targeted support and resources to Functional Academics staff through the use of training, administrator meetings and collaborative walkthroughs, checklists, expectation guides and coaching/feedback cycles.

Strategy's Expected Result/Impact: Maximizing Student Performance

Staff Responsible for Monitoring: Special Education Director, Principals

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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: 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

Strategy 1: 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.

Strategy's Expected Result/Impact: Increase CCMR rating and increase enrollments in advanced courses among all populations. Academic Dean
Formative Summative Oct Jan Apr July

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

Strategy 2: Utilize Explicit Instruction process to increase classroom Tier 1 instructional rigor. **Strategy's Expected Result/Impact:** Increased classroom rigor; instructional scaffolding to support all learners in all population groups.

Staff Responsible for Monitoring: Campus Principals
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Strategy 2 Details Reviews

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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 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

Strategy 1: 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.

with House Bill 3 **Staff Responsible for Monitoring:** Chief Academic Officer
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Strategy's Expected Result/Impact: Improve early literacy for later success in alignment

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Navarro Independent School District

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Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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 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.

Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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: District Cornerstone 3: Parent and Community Engagement

The district will continue to promote communications between home, school, parents, staff, and the community. We will identify and implement new

communication tools to enhance our communication efforts including ParentSquare, the district website and social media channels.

Evaluation Data Sources: Delivery and engagement data

Strategy 1: Utilize Ascender to maintain communication on grading and student progress in the classroom. **Strategy's Expected Result/Impact:** Tx Connect Use and parent registration. Foster communication about student performance to parents.

Staff Responsible for Monitoring: PEIMS Coordinator, Campus Principals, Chief

Strategy 1 Details Reviews

Academic Officer, Counselors **Funding Sources:** - Local Funds

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Strategy 2: Maintain an updated calendar of events on the district website and promote community and parent involvement events through Parent Square, Social Media, and School Marquees: such as National School Lunch Week, Veterans Day, Grandparents Day, Holiday programs, School Theater products, band performances, athletic events and Parent/Community Resource Night.

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

Staff Responsible for Monitoring: Principals, Director of Communication

Funding Sources: - Local Funds

Strategy 2 Details Reviews

Navarro Independent School District

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Strategy 3: Ensure Title I parent meetings are held annually to meet Title requirements.

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

Staff Responsible for Monitoring: Campus Principals, Chief Academic Officer **Funding**

Sources: - Local Funds

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Strategy 4: Revise and maintain a comprehensive parent and community involvement plan. **Strategy's Expected Result/Impact:** Ensure the district maintains strong parental and community involvement. **Staff Responsible for Monitoring:** Chief Academic

Strategy 4 Details Reviews

Officer, Campus Principals, Program Specialists

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Strategy 5: Provide at least 2 parent education nights per year district wide to provide parents with training, support or information on topics that are trending among US schools.

Strategy's Expected Result/Impact: Support parent interaction with students in the home learning environment. Support the parent/school connection. Provide services to the

Strategy 5 Details Reviews

parents and community concerning district offered instructional supports and counseling programs.

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

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Strategy 6: Use the district website, Parent Square, and press releases to inform parents, staff, and community stakeholders of district updates, board action, bond elections/updates, etc. to offer access to district information to allow for financial transparency and accountability.

Strategy 6 Details Reviews

Strategy's Expected Result/Impact: Promote Communication

Staff Responsible for Monitoring: Director of Communication

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Strategy 7: Implement the use of a single sign on process for parents to access student information, data and grades using a single password and one communication system.

Strategy's Expected Result/Impact: Ease parent access to student information and

Strategy 7 Details Reviews

communication with the district. **Staff Responsible for Monitoring:** PEIMS Coordinator and Campus PEIMS Clerks

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Strategy 8 Details Reviews

Strategy 8: Provide all district communications in languages other than English as appropriate. **Strategy's Expected Result/Impact:** Provide consistent communications to all stakeholders. **Staff Responsible for Monitoring:** Communications Director

Navarro Independent School District
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☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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 work directly with campuses to offer courses and extra-curricular and co-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

Strategy 1: Provide STEM activities for students at the 4-8 grade levels to further support identified GT students. **Strategy's Expected Result/Impact:** Build STEM skills such as a robotics program to support higher level and critical thinking skills.

Funding Sources: - Local Funds
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Staff Responsible for Monitoring: Chief Academic Officer, GT Program Specialist

Strategy 2 Details Reviews

Strategy 2: Assess existing programs and determine if growth within the district warrants the need for expansion of programming.

and Academic programs. **Staff Responsible for Monitoring:** Superintendent, Chief Academic Officer, Campus Principals

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

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Strategy 3 Details Reviews

Strategy 3: Expand opportunities that challenge students and provide leadership development. **Strategy's Expected Result/Impact:** Increase extracurricular opportunities through clubs (Broadcasting), CTSOs (FFA, HOSA, SkillsUSA), and competitions (Cyberpatriots, Robotics & eSports) in high interest areas. Increase middle school courses for high school credit at the junior high.

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

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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

Strategy 3: Conduct a review of the district's Crisis Management Plan and make adjustments as needed. **Strategy's Expected Result/Impact:** Revised Crisis Management System.
Staff Responsible for Monitoring: Superintendent, Director of Operations, Chief Academic Officer, Campus Principals, Counselors

Navarro Independent School District
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Strategy 4: Seek Partnerships for student/family programs that support mental health and wellness. **Strategy's Expected Result/Impact:** Partnerships to support community and student needs. **Staff Responsible for Monitoring:** Chief Academic Officer, Campus

Strategy 4 Details Reviews
Principals, Counselors
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Strategy 5: Create a district-wide strategic and systemic student support plan designed to improve student wellness, academic performance, and the participation in postsecondary education that ensures consistent programming, supports student growth from one grade level to the next, and is aligned to The Texas Model for Comprehensive School Counseling Program.
Strategy's Expected Result/Impact: Increase in usage of counseling curriculum resources, such as Xello & Everfi, that encompasses skills such as soft skills, mental

Strategy 5 Details Reviews
health, communication skills, goal setting, and college and career goals throughout schooling in all grades. Develop digital individualized 4-year Personal Graduation Plans (PGPs). Ensure graduation plans reflect student interests and career goals.
Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Secondary Counselors
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☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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

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

Strategy 1: Provide events for students and/or parents to increase awareness of college and career options and assist students with the first step in reaching their post-secondary

goals before graduation.

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

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

Academic Dean, Campus Counselors, CCMR Advisor

Funding Sources: - Local Funds

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Strategy 2: Create a district-wide K-12 College & Career Readiness Plan that ensures students are fully informed about careers, set goals, and work toward achieving their goals before graduation.

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

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

Funding Sources: - Local Funds

Navarro Independent School District

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Strategy 2 Details Reviews

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Strategy 3: Expand Dual Credit and Advanced Placement opportunities at the Secondary Level. **Strategy's Expected Result/Impact:** Increase AP, Dual Credit, and P-TECH Program course offerings to students. Increase enrollment in advanced courses to include special populations students. Collaborate with post-secondary institutions and industry workforce leaders. Increase participation achievement in AP courses and Dual credit offerings; Support College and Career readiness. Build programs to support students

beyond graduation. **Staff Responsible for Monitoring:** Campus Principals, Academic Dean, Counselors, CTE Program Director

Funding Sources: - Local Funds

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Strategy 3 Details Reviews

Strategy 4 Details Reviews

Strategy 4: Implement program for SAT/ACT/ TSI and PSAT Preparation program for the district. **Strategy's Expected Result/Impact:** Increase student performance on SAT, ACT, PSAT and TSI. **Staff Responsible for Monitoring:** Chief Academic Officer, Campus Principals, Academic Dean, Counselors

Funding Sources: - Local Funds

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Strategy 5 Details Reviews

Strategy 5: Develop a plan for increasing Program of Study pathways that align with industry-based certifications, local workforce needs, and student interests.

Strategy's Expected Result/Impact: Increase opportunities for students to obtain industry certifications and obtain skills to support career choices after graduation. Collaborate with Area Chamber of Commerce, workforce, post secondary institutions and industry personnel through advisory committees to identify workforce needs. Collect data on program interests from students, parents and the community. Update all Programs of

Study and IBCs in accordance with state revisions. Increase recruitment efforts and highlighting programs with employees in non-traditional fields, by having program booths at community events, distributing marketing materials for programs, and having current program students present to K-8 parents and students.

Staff Responsible for Monitoring: CTE Program Director, Counselors

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Strategy 6 Details Reviews

Strategy 6: Develop partnerships with workforce and local area industry leaders to increase work-based learning opportunities, to best support graduates going into the workforce, and to support are local job market. **Strategy's Expected Result/Impact:** Increase enrollment in Paid Practicum and Career Preparation 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.

Staff Responsible for Monitoring: CTE Program Director, Counselors

Navarro Independent School District

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Strategy 7: Enhance college and career counseling at the junior high and high school levels to guide students in selecting high school courses, career pathways, endorsements, and testing that align with their college or career goals. **Strategy's Expected Result/Impact:** Increase support for students and families in preparing for college,

Strategy 7 Details Reviews
careers, pathways and post graduation readiness.

Staff Responsible for Monitoring: Academic Dean, Counselors, CTE Program Director
Formative Summative Oct Jan Apr July

Strategy 8: Develop a digital individualized 4-year Personal Graduation Plans (PGPs) for each 8th grader that lists all required coursework, including courses required for their Program of Study for endorsements. PGPs are revisited throughout high school during annual advisement and course selections.
Strategy's Expected Result/Impact: Ensure students are meeting college and career

Strategy 8 Details Reviews
readiness goals. **Staff Responsible for Monitoring:** CTE Program Director, Academic Dean, Counselors
Formative Summative Oct Jan Apr July

Strategy 9: Provide TSI testing for all students during the Junior year of High School
Strategy's Expected Result/Impact: TSI college ready testing for all students. **Staff**

Strategy 9 Details Reviews
Responsible for Monitoring: Campus Principal, Academic Dean, Counselors
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Strategy 10: Implement an ACT/SAT practice and support program for students in the Junior and Senior year within the regular school day or extended day programs for students.
Strategy's Expected Result/Impact: Improved SAT/ACT Scores, enhanced college

Strategy 10 Details Reviews
readiness for all students. **Staff Responsible for Monitoring:** Chief Academic Officer Academic Dean, Campus Principal, Academic Dean, Counselors
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Strategy 11 Details Reviews

Strategy 11: Utilize an internal system of tracking CCMR progress of all students.

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

resources needed for reaching student goals.

Staff Responsible for Monitoring: CTE Program Director, Academic Dean, Counselors
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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Goal 3: District Priority 3:

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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 enhanced participation and achievement in the Fine Arts with a goal of earning at least (1) state / national distinction in a fine arts content area for the 25 - 26 school year.

Evaluation Data Sources: Data, awards, and distinctions offered from the following sources:

TAEA (Texas Art Educators Association)

NAMM (National Association of Music Merchants)

UIL (University Interscholastic League)

TMEA (Texas Music Educators Association)

TxETA (Texas Educational Theatre Association)

Texas Thespians

TDEA (Texas Dance Educators Association)

Strategy 1 Details Reviews

Strategy 1: With collaboration between the Director of Fine Arts and teachers in each fine arts content area, data will be collected throughout the school year to be measured against supplied rubrics from each professional organization. Teachers will promote and support student participation in both competitive and community events that showcase the fine arts with the goal of increasing participation and achievement.

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

Staff Responsible for Monitoring: Director of Fine Arts

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

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

Cornerstone 1: Academic Success/Instruction & College, Career, & Military Readiness (CCMR)

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 increase family and community engagement and satisfaction by developing and maintaining positive collaborative relationships with all stakeholders with opportunities for involvement in campus, department, and organization activities.

Evaluation Data Sources: ESL parents participation during monthly informational meetings, District communication sent out in other languages via Parentsquare, collaborative partnership with all stakeholders.

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

Cornerstone 4: Facility Growth/Planning & Safety/Security

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

Performance Objective 1: Develop a long-term facilities plan that addresses future growth and ensures adequate space for all students.

High Priority

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

Strategy 1: Create a task force consisting of district leaders, community members, and urban planners to draft a facilities master plan that projects growth over the next 5-10 years.
Strategy's Expected Result/Impact: The district will monitor and assess facility needs

Strategy 1 Details Reviews
and address those needs based on potential growth, safety and security.
Staff Responsible for Monitoring: Superintendent
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Strategy 2: Work with the District Facilities Planning Committee to develop a prioritized plan for facilities growth based on community input and campus needs, including items such as expansion of facilities associated with Fine Arts, Career and Technology Education, Athletics, etc.
Strategy's Expected Result/Impact: Planning documents to outline future needs of the

Strategy 2 Details Reviews
district as facilities are planned for future growth and development.
Staff Responsible for Monitoring: Superintendent
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Goal 4: District Priority 4: Planning, Preparing, and Maintaining Facilities and Environments for Learning
Cornerstone 4: Facility Growth/Planning & Safety/Security

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

Performance Objective 2: The district will continue to provide safe and healthy learning environments for all students.

Evaluation Data Sources: Safety and Security annual evaluation

Strategy 1: Use RAPTOR electronic call out system) for timely messages concerning emergencies or important district announcements.
Strategy's Expected Result/Impact: Maintain communication with parents and

Strategy 2: Conduct emergency drills in accordance with the district crisis management plan. Drills to include but not limited to: Alice, lock-downs, tornado/weather, and fire
Strategy's Expected Result/Impact: Ensure safety and security of students, staff and campuses
Staff Responsible for Monitoring: Campus administration, Director of Operations

Strategy 3: Support the SHAC (School Health Advisory Council) through community meetings and activities to include: sex education programs, Stuff the Bus activities, and promoting health, fitness and good nutrition.
Strategy's Expected Result/Impact: Meet state guidelines, maintain healthy learning environment for students. ensure community support and input into student health and wellness programs.
Staff Responsible for Monitoring: Superintendent

Strategy 1 Details Reviews
community in a timely manner. **Staff Responsible for Monitoring:** Director of Communication, Director of Operations
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Strategy 2 Details Reviews
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Moderate Progress



Strategy 3 Details Reviews
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Strategy 4: Participate in Red Ribbon week and other campus-based drug, bullying, and suicide prevention awareness activities.
Strategy's Expected Result/Impact: Promote drug free, bullying and suicide prevention

Strategy 4 Details Reviews
among students of all ages. **Staff Responsible for Monitoring:** Campus counselors
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Strategy 5: Promote safe and healthy life choices through PE/health curriculum (CATCH), nutrition program, counseling services, bullying prevention, character education, Seguin Outdoor Learning Center and Food services nutrition fair. **Strategy's**

Strategy 5 Details Reviews
Expected Result/Impact: Promote healthy life choice for students.
Staff Responsible for Monitoring: Counselors; SHAC; Food Services Coordinator
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Strategy 6: Provide for a clean, safe learning environment through well managed maintenance and custodial services to reduce contagions and maintain a sanitary and orderly school environment.
Strategy's Expected Result/Impact: Safe environment for students and staff
Staff Responsible for Monitoring: Director of Operations

Moderate
Progress

Strategy 6 Details Reviews

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Strategy 7: Address cyber-bullying and internet safety with all students through an annual district campaign and Technology Applications class lessons.
Strategy's Expected Result/Impact: Documented lessons plans for K-12 Technology Applications classrooms from Learning.com vertically aligned to ensure internet safety is

Strategy 7 Details Reviews
taught on an age-appropriate, consistent basis. **Staff Responsible for Monitoring:** Director of Technology, Instructional Technologists, Chief Academic Officer, Campus Principals
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Strategy 8 Details Reviews

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Strategy 8: Comply with all CIPA (Children's Internet Protection Act) requirements.
Strategy's Expected Result/Impact: Meet federal guidelines for student online safety and security. Staff Responsible for Monitoring: Director of Technology

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Strategy 9 Details Reviews

Moderate Progress

Strategy 9: Conduct a safety and security audit concerning emergency procedures and drills on a three year cycle. Strategy's Expected Result/Impact: Ensure all possible measures are being examined in order to provide for a safe and secure learning environment.
Staff Responsible for Monitoring: Director of Operations

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Strategy 10 Details Reviews

Oct Jan Apr July

Considerable

Strategy 10: Contract with the Guadalupe County Sheriffs Office to provide a Deputy to monitor all campuses on a daily basis.
Strategy's Expected Result/Impact: Provide consistent security for all Navarro ISD campuses, faculty, students and staff.
Staff Responsible for Monitoring: Superintendent, Director of Operations

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Strategy 11 Details Reviews

Strategy 11: Participate in county emergency management procedures and activities.
Strategy's Expected Result/Impact: Preparedness for emergency situations. **Staff**
Responsible for Monitoring: Superintendent; Director of Operations
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Considerable

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Strategy 12 Details Reviews

Strategy 12: Utilize identification security measures at all sites for visitors, maintain security cameras on all campuses, and provide for additional cameras and identification support as needed.

Strategy's Expected Result/Impact: Ensure the safety and security of campus and district sites. **Staff Responsible for Monitoring:** Superintendent, Director of Operations, Secretaries

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Moderate
Progress

