



NAVARRO ISD

The Heart of Geronimo

Development and Revision of Campus and District Improvement Plans

Each school year, the development and revision of both the Campus Improvement Plans (CIP) and the District Improvement Plan (DIP) follow a structured, collaborative process designed to align goals, improve student outcomes, and comply with state and federal requirements.

1. Needs Assessment

The process begins with a comprehensive needs assessment conducted at both the campus and district levels. This includes analyzing academic performance data, discipline trends, attendance, teacher and student feedback, and other relevant metrics. Stakeholders, including administrators, teachers, parents, and community members, participate in improvement committees (DEIC) or Site-Based Decision-Making Committees (SBDM), to identify strengths, challenges, and areas for improvement.

2. Goal Setting and Prioritization

Based on the needs assessment, specific, measurable goals are established to address identified areas of improvement. These goals are aligned with state accountability standards and the district's strategic priorities. Priorities often include academic achievement, teacher quality, school climate, and family engagement.

3. Strategy Development

Strategies and action steps are then developed to meet the goals. This includes outlining instructional practices, professional development, resource allocations, timelines, and responsibilities. Each strategy is designed to be evidence-based and monitored for effectiveness.

4. Stakeholder Input and Review

Draft plans are shared with key stakeholders, such as the District Educational Improvement Committee (DEIC) or Site-Based Decision-Making Committees (SBDM), district advisory councils, and parent groups, for feedback and refinement. This input ensures the plans reflect the needs of the entire school community.

5. Board Approval and Implementation

Once finalized, the CIPs and DIP are submitted for approval to the school board. Upon approval, implementation begins at the start of the academic year. Progress is monitored throughout the year through data checkpoints, observations, and stakeholder feedback.

6. Ongoing Monitoring and Annual Revision

All plans are living documents. They are continuously monitored and adjusted as needed throughout the year. At the end of each school year, a formal review takes place to assess progress and revise the plans based on new data and evolving needs. This cycle ensures continuous improvement and accountability.