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Navarro ISD

Board Report

Navarro Elementary School

May 2025

Priorities

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

We have recommended several candidates for hire for the next school year who we feel are highly qualified but also fit the campus culture. We also have several staff members who are growing into new positions for next school year and are excited about new challenges and opportunities. New staff members are coming to observe campus operations this month and start making connections with teammates to get a jump start for August.
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Priority 2: Maximizing Academic Performance.

Teachers are consulting with administrators about the Teacher Incentive Allotment and data that will be considered towards the Texas Tech data submission file in the fall. Many of the teachers have considerable buy-in for this initiative and are closely monitoring student results and goal setting practices with the students to ensure they perform to the best of their ability.

First grade teachers are moving to ESGI next school year, so we are currently building quarterly assessment tools aligned with our district scope and sequence. This is an opportunity to ensure our assessments provide in-the-moment data to teachers for the purpose of guiding instruction and communicating with parents. Some of our teachers are even using the tool for RTI progress monitoring.

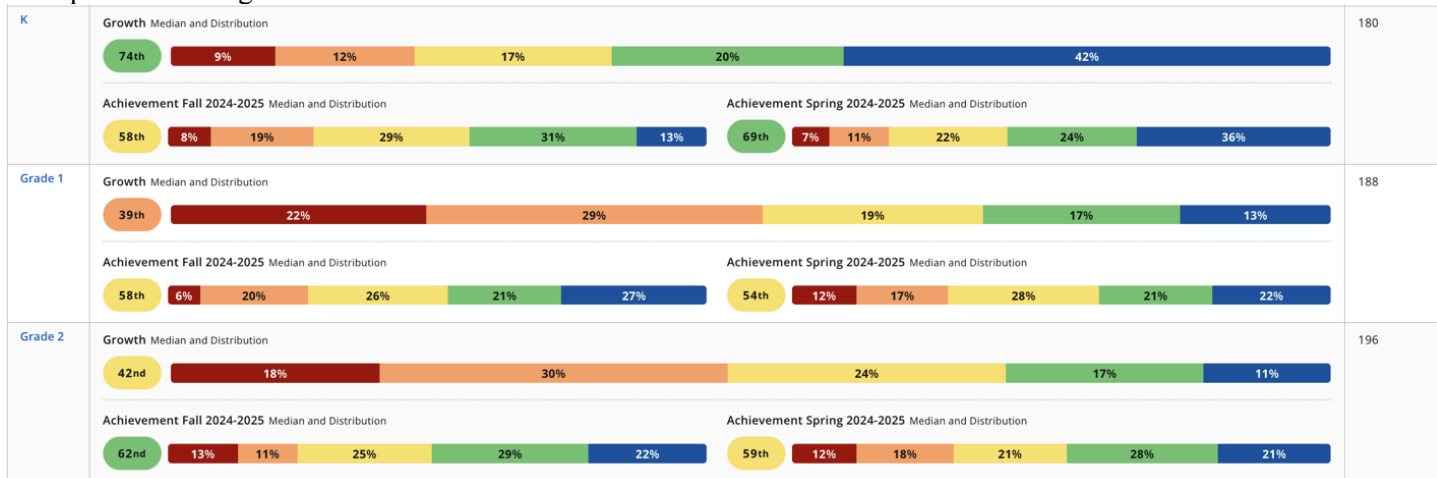
We are wrapping up End of Year testing for PK-2nd Grade. Preliminary data is holding strong for end of year achievement and growth for MAP Math. Reading MAP data for 1st and 2nd grade is showing less growth than anticipated. More information is below. I will share final data sets in June.

Updated Math data as of 5/13 –

K	<div>Growth Median and Distribution</div> <div> <div>80th</div> <div>7%</div> <div>10%</div> <div>10%</div> <div>24%</div> <div>49%</div> </div>	178
	<div>Achievement Fall 2024-2025 Median and Distribution</div> <div> <div>61st</div> <div>13%</div> <div>18%</div> <div>18%</div> <div>30%</div> <div>21%</div> </div>	
	<div>Achievement Spring 2024-2025 Median and Distribution</div> <div> <div>77th</div> <div>7%</div> <div>14%</div> <div>14%</div> <div>21%</div> <div>44%</div> </div>	
Grade 1	<div>Growth Median and Distribution</div> <div> <div>56th</div> <div>19%</div> <div>17%</div> <div>22%</div> <div>22%</div> <div>20%</div> </div>	188
	<div>Achievement Fall 2024-2025 Median and Distribution</div> <div> <div>62nd</div> <div>7%</div> <div>15%</div> <div>27%</div> <div>23%</div> <div>28%</div> </div>	
	<div>Achievement Spring 2024-2025 Median and Distribution</div> <div> <div>64th</div> <div>10%</div> <div>16%</div> <div>17%</div> <div>26%</div> <div>31%</div> </div>	
Grade 2	<div>Growth Median and Distribution</div> <div> <div>68th</div> <div>9%</div> <div>7%</div> <div>22%</div> <div>26%</div> <div>36%</div> </div>	116
	<div>Achievement Fall 2024-2025 Median and Distribution</div> <div> <div>70th</div> <div>4%</div> <div>13%</div> <div>18%</div> <div>29%</div> <div>36%</div> </div>	
	<div>Achievement Spring 2024-2025 Median and Distribution</div> <div> <div>78th</div> <div>3%</div> <div>10%</div> <div>11%</div> <div>30%</div> <div>46%</div> </div>	

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Updated Reading data as of 5/13 –



Our grade levels moved from HMH reading curriculum to Heggerty last year (2023-24) to address a high number of students in Tier 2 with plans targeting phonological awareness. While we saw a tremendous growth in phonological awareness (sounds), the curriculum lacked application of grade level reading skills and writing. This prompted our move to Amplify (along with district alignment).

With the new Amplify curriculum (2024-25), we are supplementing phonological awareness with Heggerty, and working through the Amplify implementation to use this new resource to its fullest capacity. Having lived it this year, we are noticing a few things that will be adjusted for next year:

- We have adjusted the scope and sequence to bring forward specific TEKs earlier into the school year. For example, author's purpose in first grade is not directly taught until the 4th nine weeks at the moment, and really needs to be taught in the 1st nine weeks. The teachers and instructional coach have developed these lessons as a launch at the beginning of next school year.
- Several phonics rules that teachers feel are necessary for students to learn, were skimmed in the curriculum (moving through as recommended by the product), but not explicitly taught in depth. This has been adjusted with a new scope and sequence for both the reading/comprehension (knowledge) portion of Amplify, as well as the phonics (skills) portion of Amplify. The phonics rules that we feel should be embedded will be supplemented, if the curriculum does not provide in depth material, as will direct writing skills. High frequency word instruction has also been moved up in K and 1st so that students are able to get into leveled readers sooner and be less dependent on decodable text.
- Foundational language skills in MAP are areas where both 1st and 2nd grades are seeing an impact from 2 years of adjusting curriculum resources. This year's kinder group is doing very well with the new Amplify curriculum which should translate into upcoming years showing better data results.

To target the grade levels where this impact has occurred, we are supplementing students with T2 and T3 intervention, and offering summer school.

Second grade teachers have been spiraling specific targeted TEKs from performance on Fall Benchmarks. We have reassessed and the data is below.



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Math:

Navarro Elementary School	Fall Benchmark	January Reassess	Spring Benchmark	April Reassess
2.2B- represent numbers to 1,200	86%	-	87%	92%
2.2D- comparing	81%	-	77%	84%
2.3C- fractions beyond one-whole	-	56%	70%	-
2.4C- one- and multi- step word problems	86% (one-step)	-	53% (multi-step)	76% (multi-step)
2.4D- generate number sentence	74%	80%	71%	79%
2.5A- count coins	78%	83%	87%	-
2.5B- use symbols to name coin collection	64%	79%	79%	-

Reading:

Navarro Elementary School	Fall Benchmark (OA)	January Reassess	Spring Benchmark	April Reassess
2.6C - make and confirm predictions	70%	-	58%	81%
2.6F - make inferences and use evidence	79%	90%	-	-
2.8A - discuss topics and determine theme using text evidence with adult assistance	67%	76%	85%	-
2.9Diii - organizational text patterns, including cause and effect	78%	-	43%	92%
2.10A - discuss author's purpose for writing a text	87%	-	81%	93%

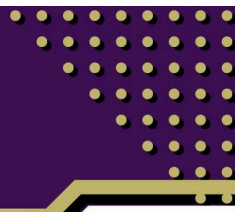
Second grade has seen a significant increase in constructed response scores after specific focus on using the RACE strategy during writing time. Students receive a score of 0-5 (5 being the highest on the rubric) for answering on topic, citing evidence and explaining their reasoning. We had 48% of students with a score of 3 or higher on the February test, and 67% of students scoring a 3 (Meets) or higher on the April test.

Navarro Elementary School	0	1	2	3	4	5
Spring Benchmark Constructed Response (February)	14%	13%	25%	31%	12%	2%
Spiral Reassess Constructed Response (April)	12%	6%	10%	18%	29%	20%



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

Teachers are submitting requests for furniture needs and replacement materials for next school year. We are also purchasing manipulatives and classroom supplements that are needed for the new kinder allocation. The master schedule is being adjusted for next year to account for the renovated playground space and available time slots for sharing this space.