

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)**

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.

NAVARRO ISD

DEIC Needs Assessment



Student Achievement

Priority 2
Cornerstone 1

1

Horizontal & vertical alignment across grade levels: common assessments, YAGs, Unit Maps, district created benchmarks. Advance students academically with higher standards and rigor.



Student Culture and Climate

Priority 3
Cornerstone 1, 4

2

Establish a friendly, positive, welcoming, collaborative, accepting and safe environment where students can learn and excel.



Staff Quality and Retention

Priority 2
Cornerstone 1

3

High Quality Mentor Program, Competitive Compensation, Employee Wellness Initiatives.



Family & Community Engagement

Priority 5
Cornerstone 3

4

ESL Family Engagement Nights, Math/Reading Nights, Festivals, Increased PTO Involvement.



School Context and Organization

Priority 4, 5
Cornerstone 2, 4

5

Early Childhood Campus, Additional Elementary School, PTECH/Early College High School, Grow Your Own Leadership Pathway.



Technology

Priority 4
Cornerstone 5

6

Continuous Refresh, Classroom Integration, AI and Student Use Policy, Onboarding Classlink: Staff/Students., Explicit onboarding with all technology platforms.



NAVARRO ISD

Value Statements

Strategic Action & Engagement

Mission

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
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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.



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)	<p>Build relationships with all students, knowing them by name and need, to foster connections and create an environment that focuses on the whole child.</p> <p>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.</p> <p>Increased opportunities for advanced academics, specialized courses, and extracurricular activities to allow students to pursue interests and demonstrate College and Career Readiness.</p>
Employee Recruitment/Retention	<p>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.</p> <p>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.</p>
Parent & Community Engagement	<p>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.</p> <p>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.</p>
Facility Growth/Planning & Safety/Security	<p>Maintain and refresh current and future facilities by implementing a facilities standard across the district to address growth in a timely fashion.</p> <p>Prioritize the safety and security of all staff and students by standardizing protocols and maintaining facilities across the district.</p> <p>Plan and prepare for facility needs based off the demographics projections to include land, buildings and athletic facilities.</p>
Technology	<p>Implement and maintain an evolving 5-year Technology Plan to grow with the district.</p> <p>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.</p> <p>Streamline the educational apps available to the teachers to align instructional practices and maximize student performance.</p> <p>Improve student proficiency with keyboarding and computer operation skills at every grade level.</p>



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)	<p>Build relationships with all students, knowing them by name and need, to foster connections and create an environment that focuses on the whole child.</p> <p>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.</p> <p>Increased opportunities for advanced academics, specialized courses, and extracurricular activities to allow students to pursue interests and demonstrate College and Career Readiness.</p>	<ul style="list-style-type: none"> Increased student attendance rate. Decreased Office referrals. Student surveys and feedback. Increase in student engagement in campus and district activities and programs. Student Advisories 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 appointments for students. Increase in awards, recognitions, & distinctions. Comprehensive supplies, resources, and necessary program items inventory and refresh/replacement cycle is consistently maintained and updated for growth needs. Advanced academics, specialized courses, and extracurricular activities will illustrate increased enrollment to meet the state recommendation of 40%.
Employee Recruitment/Retention	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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 minimize disruptions caused by turnover. Staying current with educational trends and adapting recruitment strategies to meet evolving needs. Stay and exit 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 education 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. Task Force Committees and Advisories meet regularly to discuss, address, and provide background on areas of employee needs and concerns.
Parent & Community Engagement	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> We will increase Facebook metrics by 10%. We will increase open rates on messages sent to stakeholders by 10%. We will increase PFO and Booster Club participation by 10%. We will increase opportunities for parent and community involvement with NISD by 10%. Advisories meet regularly to discuss and address ways to continually improve communication and engagement opportunities. Increasing number of articles and news features in local media.
Facility Growth/Planning & Safety/Security	<p>Maintain and refresh current and future facilities by implementing a facilities standard across the district to address growth in a timely fashion.</p> <p>Prioritize the safety and security of all staff and students by standardizing protocols and maintaining facilities across the district.</p> <p>Plan and prepare for facility needs based off the demographics projections to include land, buildings and athletic facilities.</p>	<ul style="list-style-type: none"> Create facility standards along with a preventative maintenance program. Maintain and/or improve curb appeal. Comprehensive inventory and refreshment cycle for supplies, equipment and infrastructure is regularly maintained. Increased physical security features at all campuses. Enforcing safety protocols at all campuses. Task Force Committees regularly meet and present information to the school board for facilities planning and bond recommendations.
Technology	<p>Implement and maintain an evolving 5-year Technology Plan to grow with the district.</p> <p>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.</p> <p>Streamline the educational apps available to the teachers to align instructional practices and maximize student performance.</p> <p>Improve student proficiency with keyboarding and computer operation skills at every grade level.</p>	<ul style="list-style-type: none"> Comprehensive inventory and refreshment cycle for supplies, equipment and infrastructure for campus and district technological needs is regularly maintained. Evaluation of current data/network systems with recommended action by using our current network and fiber audits. Advisory committee to evaluate current apps and their effectiveness. Evaluation of student skills in online projects and assessments.

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	2022	2023	2024	2025
At Risk	31.8%	27.8%	19.7%	35.6%	37.4%	32.97%	12.78% This is not accurate! Campuses 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
*2023 Grade 3 moved to Intermediate							
Navarro Intermediate (3-5)	433	435	457	480	543	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% of 8th-12th Graders Enrolled in a CTE Course	707 (8-12th Grade)
Gifted and Talented	8.23%	253
Special Education	16.92 %	520

Demographics Strengths

Navarro ISD anticipates additional growth based on continued demographic studies conducted in the area. The study predicts the district will grow by a minimum of 100 students per year for the next ten years. These estimations are considered moderate in terms of potential growth. For the prior three academic years, Navarro ISD has experienced between 3% and 8% growth in student population numbers. Due to this population growth, Navarro ISD has expanded programs and facilities in order to meet the demands of students entering the district. With the academic efforts put forth, the district has been able to maintain student achievement and discipline levels despite the rising population of students. The district continues to have a strong community that supports the education program and continues to make Navarro ISD the place to bring your family.

Overall Strength Observations:

- High Graduation Rate
- Strong Attendance Rate
- Able to recruit and maintain a high quality staff
- Supportive and Involved Local Community
- 100% of staff teaching in certification area.
- Growing population
- Demographics study
- Facilities and planning committee to support projected growth
- Specialized Instructional Programs for students in special populations (ESL, GT, Special Education, CTE)
- Extensive extra-curricular programs
- Collaborative Vision Planning Committee

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): District Facilities approach building capacity for existing student population.

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

Problem Statement 2 (Prioritized): Current student enrollment numbers do show steady growth, and increased student enrollment is putting a strain on class sizes and facilities.

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

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

Root Cause: The district has a limited supply of local land available to purchase that is affordable and that can accommodate future bond projects and needed facilities. There is a need to purchase additional property for long range planning and future projects.

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

Root Cause: Aging facilities need updates to address new codes and these projects require additional local funds. The district is currently working to identify additional funding sources to complete these projects such as safety grants.

Problem Statement 5: Our special programs are seeing a significant increase in the number of students served.

Root Cause: Increased housing in the area and a positive program reputation is impacting the rapid growth of these programs.

Student Learning

Student Learning Summary

Navarro ISD 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

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
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

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

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
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%	-

Additional Student Groups															
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant	
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%	*	*	*	-	

Additional Student Groups															
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant	
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	*	*	*		-

		2024 Annual Graduates	
		Count	Percentage
College		Credit	
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%
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%
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%

		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		48	33.3%
Associate Degree			
Earned an associate degree by August 31 immediately following high school graduation		0	0.0%
OnRamps Dual Enrollment Course			
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject		6	4.2%
Special Ed with Advanced Diploma Plan			
Received special education services and earned an advanced diploma		6	4.2%
Career			
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%
Military			
U.S. Armed Forces			
Enlisted in the U.S. Armed Forces		1	0.7%

Accountability Groups									Additional Student Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2024																		

Accountability Groups									Additional Student Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile	Foster	Homeless	Migrant
% Graduated	94.8%	*	91.9%	96.6%	-	*	-	*	95.0%	94.2%	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 Out	7	0	5	2	-	0	0	0	5	3	4	0	2	2	*	*	-	
# of Students	740	16	321	370	-	8	5	20	333	275	465	47	38	95	*	*	-	

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.

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
Individualized Intervention	Strategic monitoring of progress	Differentiated Instruction - Formative Assessment	Gifted Programming, Honors Classes, Small Groups	Individualized Differentiation

Personnel

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

The culture of the school district has a positive impact on recruitment and retention. 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.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Root Cause: Rapid construction and new platted subdivisions in the area are impacting enrollment. This rapid rate of growth will place a strain on our current facilities and programs. A long-range planning committee was formed to address this rapid growth.

Problem Statement 2 (Prioritized): As our enrollment continues to increase, we recognize that our student population is becoming more diverse. Diversity of student and staff populations are not always celebrated through district programs, activities or instruction. This is an area that we are addressing through our Parent and Family Engagement Activities.

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

Problem Statement 3 (Prioritized): Student support and programs for the gifted and talented population are limited.

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

Problem Statement 4 (Prioritized): The district has been working to determine the most effective means to increase communication, not only with the staff and students, but also with parents and community stakeholders.

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

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

Root Cause: Required online state testing, increased reliance on technology applications, and one-to-one distribution of devices has dramatically impacted the local budget. Additional financial resources need to be identified to help off-set additional costs for equipment, resources and training.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district percentage of students who are considered to be College, Career and Military Ready is in the 70th percentile, but the state has increased this percentage to 88%. We continue to address how each student can earn their CCMR credit. Also, there is less participation in these programs among economically disadvantaged students, so we are addressing more diversity with our enrollment.

Root Cause 2: There is reduced participation in advanced academics among our targeted sub-populations. These populations are also under performing on college entrance exams (SAT/ACT) and the TSIA assessments. With the increased percentage of 88%, we will need to carefully monitor and track all students, especially those in these targeted sub-populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The district has been working to determine the most effective means to increase communication, not only with the staff and students, but also with parents and community stakeholders.

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

Problem Statement 3 Areas: Perceptions

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

Root Cause 4: Aging facilities need updates to address new codes and these projects require additional local funds. The district is currently working to identify additional funding sources to complete these projects such as safety grants.

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 5 Areas: Demographics

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

Root Cause 6: The district has a limited supply of local land available to purchase that is affordable and that can accommodate future bond projects and needed facilities. There is a need to purchase additional property for long range planning and future projects.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The district performance in 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
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Revised/Approved: September 29, 2025

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





Performance Objective 1: Enhance teacher support systems to improve job satisfaction and reduce turnover.

Strategy 1 Details	Reviews			
Strategy 1: Establish a teacher advisory committee to regularly gather input on workplace challenges and propose actionable solutions to improve job satisfaction. Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: The district will maintain or increase compensation for district employees relative to regional districts.





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

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

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

Performance Objective 3: The district will continue to support new teachers entering the district through the Professional Educator Induction Program. In addition, a New Teacher Mentoring program will be implemented to provide a mentor teacher for all new teachers.

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





Strategy 1 Details	Reviews			
Strategy 1: Hold a New Educator Orientation training yearly allowing New employees to connect with campus mentors, receive introductory training on campus programs and services and receive technology training on district resources. Strategy's Expected Result/Impact: Ensure a smooth transition for new teachers into the Navarro ISD family. Staff Responsible for Monitoring: Chief Academic Officer, Assistant Superintendent of School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Mentors will be assigned to teachers in their first year of teaching. Strategy's Expected Result/Impact: Provide support and reinforcement for new teachers to the profession. Build stronger teachers. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Develop and implement a recruitment and retention plan.

Evaluation Data Sources: Vacancies, turnover rate





Strategy 1 Details	Reviews			
Strategy 1: Collaboratively develop a Panther PROfile that defines the characteristics of Navarro ISD teachers and other staff. Strategy's Expected Result/Impact: Improve the match between the District environment and goals and candidates selected in the hiring process. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Conduct a series of "stay interviews" to identify what keeps effective teachers in the district. Strategy's Expected Result/Impact: Improved teacher retention. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Expand number and geographic reach of job fairs attended by district personnel. Strategy's Expected Result/Impact: Increase pool of applicants for posted positions. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Expand reach and appeal of job postings by adding additional sources and reviewing post content. Strategy's Expected Result/Impact: Increase pool of applicants for posted positions. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Identify instructional strategies and alternative staffing solutions that support active classroom teacher participation in an online format as needed to fill vacancies. Strategy's Expected Result/Impact: Provide instruction by certified teachers in all classrooms, including high need areas. Staff Responsible for Monitoring: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July

Strategy 6 Details	Reviews			
Strategy 6: Maintain an adequate pool of qualified substitute teachers and deploy them efficiently and effectively through the use of Frontline Absence Management (AESOP). Review recruitment, compensation, training, and deployment processes. Strategy's Expected Result/Impact: Increase pool of substitute teachers and ensure classrooms and student services are covered when teachers and paraprofessionals are absent. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: The district will continue to support and provide staff resources for management of personnel and activities. Strategy's Expected Result/Impact: Decrease loss of instructional time and increased costs due to employee absences. Staff Responsible for Monitoring: Manager of Payroll and Benefits, Assistant Superintendent of Human Resources and School Leadership	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
Strategy 8: Continue to provide funding and resources to instructional support positions designed to provide pull-out or instructional training and classroom support for teachers in high need areas. Strategy's Expected Result/Impact: Provide necessary Human Resources to support instructional programs. Staff Responsible for Monitoring: Chief Academic Officer, Chief Financial Officer, Superintendent	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: 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: Prioritize district needs based on classroom and program needs. Strategy's Expected Result/Impact: Increase Personnel allocations; meet instructional needs. Staff Responsible for Monitoring: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Expand CTE staff that supports program growth while ensuring quality instruction and safety standards in specialized labs and shops. Strategy's Expected Result/Impact: CTE Program Expansion, Staffing Allocations, Classroom caps determined by level of risk for CTE courses requiring specialized labs or shops Staff Responsible for Monitoring: Director of CTE, Campus Administrators, Counselors, Assistant Superintendent of Human Resources Funding Sources: 60,000 - CTE Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Identify funding and support for Technology Personnel to meet the increased needs and expansion of technology resources within the district. Strategy's Expected Result/Impact: Increase Technology Support; Increase Personnel Allocations; Provide support for technology resources. Staff Responsible for Monitoring: Technology Director, Assistant Superintendent of Human Resources and School Leadership Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: The district will focus on identifying and funding the needs of a growing special education population to ensure staff, students and families have the resources necessary to increase teacher effectiveness and student performance.

Evaluation Data Sources: PEIMS reports, eSped reports, caseload spreadsheets, observations, special education staffing systems

Strategy 1 Details	Reviews			
Strategy 1: The special education director and district team will identify and document growing needs based on PEIMS data, monthly caseload checks, and case manager/campus administrator meetings. Strategy's Expected Result/Impact: Recruiting, Hiring, Coaching, and Retaining High Quality Teachers and Staff to Support Student Outcomes Staff Responsible for Monitoring: Special Education Director, Principals Funding Sources: - SPED Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

HB3 Goal

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

Strategy 1 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Apr	July
		 Moderate Progress			
Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Jan	Apr	July
		 Moderate Progress			

Strategy 3 Details	Reviews			
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, 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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
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 options to support staff training and in-service. Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
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 Funding Sources: - Title I Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

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 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 RtI, 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		Formative			Summative
		Oct	Jan	Apr	July
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		Formative			Summative
		Oct	Jan	Apr	July

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	Formative			Summative
	Oct	Jan	Apr	July
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. Strategy's Expected Result/Impact: Ensure accurate data assessment to support student learning. Address individual student learning needs. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals. Results Driven Accountability Problem Statements: Student Learning 1, 2 Funding Sources: - LASO Grant Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July

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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>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.</p> <p>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.</p>

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 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. Strategy's Expected Result/Impact: Measure teacher proficiency levels with technology in the classroom. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Technologist 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 Problem Statements: Perceptions 5 Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
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 Problem Statements: Perceptions 5 Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
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 Problem Statements: Perceptions 5 Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

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 Problem Statements: Perceptions 5 Funding Sources: - Local Funds		Formative			Summative
		Oct	Jan	Apr	July
		 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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:





-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 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. Strategy's Expected Result/Impact: Technology training provided in-district through Instructional Technologist; Increase participation in technology and training opportunities. Staff Responsible for Monitoring: Chief Academic Officer, Director of Technology, Instructional Technologist 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 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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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	Formative			Summative
	Oct	Jan	Apr	July
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
	Oct	Jan	Apr	July
	 Considerable			
Strategy 6 Details	Reviews			
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 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 Details	Reviews			
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	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	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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 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
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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 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 Details	Reviews			
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 development to support mental health; identify student programs. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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 mental health and wellness for students. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
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 support a need. (StopIt Program) Staff Responsible for Monitoring: Campus Principals, Counselors	Formative			Summative
	Oct	Jan	Apr	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
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 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
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
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 Program Coordinator Problem Statements: Student Learning 1, 2 - Perceptions 5 Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
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 Coordinator, Campus Principals, Instructional Coaches, Instructional Technologist Problem Statements: Student Learning 1, 2 Funding Sources: - Instructional Materials Allotment, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 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 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 Details		Reviews			
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 assessments that were not successfully passed on the first attempt. Staff Responsible for Monitoring: Campus Principals		Formative			Summative
		Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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 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 Details	Reviews			
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's Expected Result/Impact: Selection of targeted skills for intervention. PLC meetings. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Instructional Coaches, Instructional Program Coordinator, PEIMS Coordinator Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted professional development for all teachers in supporting ESL and Special Education students in the general education classroom. 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 Funding Sources: - Title II Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July





Strategy 3 Details	Reviews			
Strategy 3: Provide professional development specifically designed to support the use of the ELPS and scaffolding for ELLs including SIOF 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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
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: Consistent updating and monitoring of student data. Staff Responsible for Monitoring: Chief Academic Officer, ESL Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
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 and advancement. CBLI support, ELPS support and in class supports for ESL learners. Staff Responsible for Monitoring: Chief Academic Officer, District ESL Specialists	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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. Staff Responsible for Monitoring: CTE Director, Campus Principals, Counselors, Academic Dean	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Strategy's Expected Result/Impact: Improve early literacy for later success in alignment with House Bill 3 Staff Responsible for Monitoring: Chief Academic Officer	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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 Details	Reviews			
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 Academic Officer, Counselors Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
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 Officer, Campus Principals, Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
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 parents and community concerning district offered instructional supports and counseling programs. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Program Specialists	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
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's Expected Result/Impact: Promote Communication Staff Responsible for Monitoring: Director of Communication	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
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 communication with the district. Staff Responsible for Monitoring: PEIMS Coordinator and Campus PEIMS Clerks	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July



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. Staff Responsible for Monitoring: Chief Academic Officer, GT Program Specialist Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Assess existing programs and determine if growth within the district warrants the need for expansion of programming. Strategy's Expected Result/Impact: Expansion of Extracurricular, Co-Curricular, UIL and Academic programs. Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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. Strategy's Expected Result/Impact: Support families and students to maintain a solid school environment. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals 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. Strategy's Expected Result/Impact: Support mental health and support services for families, students, parents and the Navarro ISD community. Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, School Counselors 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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
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 Principals, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
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 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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
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, careers, pathways and post graduation readiness. Staff Responsible for Monitoring: Academic Dean, Counselors, CTE Program Director	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
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 readiness goals. Staff Responsible for Monitoring: CTE Program Director, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
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 Responsible for Monitoring: Campus Principal, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
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 readiness for all students. Staff Responsible for Monitoring: Chief Academic Officer Academic Dean, Campus Principal, Academic Dean, Counselors	Formative			Summative
	Oct	Jan	Apr	July
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	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Formative			Summative
	Oct	Jan	Apr	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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.





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 Details	Reviews			
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 and address those needs based on potential growth, safety and security. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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 district as facilities are planned for future growth and development. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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 Details	Reviews			
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 community in a timely manner. Staff Responsible for Monitoring: Director of Communication, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Support the SHAC (School Health Advisory Council) through community meetings and activities to include: sex education programs, Staff 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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
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 among students of all ages. Staff Responsible for Monitoring: Campus counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
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 Expected Result/Impact: Promote healthy life choice for students. Staff Responsible for Monitoring: Counselors; SHAC; Food Services Coordinator	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Moderate Progress			
Strategy 7 Details	Reviews			
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 taught on an age-appropriate, consistent basis. Staff Responsible for Monitoring: Director of Technology, Instructional Technologists, Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July

Strategy 9 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Moderate Progress			
Strategy 10 Details	Reviews			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Considerable			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Considerable			
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	Formative			Summative
	Oct	Jan	Apr	July
	 Moderate Progress			

Strategy 13 Details	Reviews			
Strategy 13: Comply with all state mandated training programs to ensure the safety and security of all students in their education program. Training programs include but are not limited to: Bullying education, Reporting of Sexual abuse and Maltreatment of Children, Suicide Prevention Training, Sexual Harassment in the Workplace, Reporting of Neglect or physical abuse, and Blood Borne Pathogens Education. Strategy's Expected Result/Impact: Meet state and federal training requirements. Staff Responsible for Monitoring: Director of Human Resources, Chief Academic Officer, Campus Principals	Formative			Summative
	Oct	Jan	Apr	July
Strategy 14 Details	Reviews			
Strategy 14: Activate the Mental Health Assessment Team as needed to respond to district needs. Strategy's Expected Result/Impact: Maintain the assessment team to review potential issues as related to student safety and security. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Oct	Jan	Apr	July
Strategy 15 Details	Reviews			
Strategy 15: Evaluate Crisis Management Plans and make necessary adjustments or changes to accommodate district needs and responses to identified situations. Strategy's Expected Result/Impact: Revision of the crisis management plan. Provide detailed information for faculty and staff to assist in responses to crisis situations. Staff Responsible for Monitoring: Superintendent, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July
	 Moderate Progress			
Strategy 16 Details	Reviews			
Strategy 16: Continue to support the Training for Teachers, Staff, and Students on the ALICE protocol for Active Shooters. Strategy's Expected Result/Impact: Provide students and staff with the necessary training to and resources to increase safety measures in the event of a shooting incident. Staff Responsible for Monitoring: Superintendent, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July
	 Some Progress			

Strategy 18 Details	Reviews			
Strategy 18: Train all faculty/staff and students in grades 7th-12th on Stop the Bleed annually. Strategy's Expected Result/Impact: Ensure that all faculty and staff are able to access and utilize a Stop the Bleed kit in the event of an emergency. Ensure that students in grades 7-12 are trained annually based on state requirements. Staff Responsible for Monitoring: Superintendent, Director of Operations	Formative			Summative
	Oct	Jan	Apr	July
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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 3: Cornerstone 5:





The district will meet industry standards for technology connectivity, telecommunications, human and hardware resources to support the educational and administrative needs of the district.

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

Strategy 1 Details	Reviews			
Strategy 1: Install, maintain, enhance or replace as necessary intra-campus and inter-campus connectivity, including cabling, networking equipment and wireless access. Strategy's Expected Result/Impact: Increased access, reliability and support of network access and wireless communication for district and student devices. Staff Responsible for Monitoring: Director of Technology Funding Sources: - E-Rate Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Maintain and review minimum guidelines and standards for network and classroom infrastructure, hardware purchases, implementation , maintenance and replacement. Strategy's Expected Result/Impact: Ensure classroom technology and network technologies are in alignment to support consistency in maintenance of service, replacement of equipment and support for training. Staff Responsible for Monitoring: Director of Technology Funding Sources: - E-Rate Funds, - Local Funds, - CTE Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Identify and maintain recommended systems for a district wide backup storage and security. Strategy's Expected Result/Impact: Nightly backup processes for business operations and critical district data. Staff Responsible for Monitoring: Systems Administrator Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
Strategy 4: Maintain support of the district wide network and emergency power solution. Strategy's Expected Result/Impact: Maintain an operable and reliable network system for all end users. Staff Responsible for Monitoring: Network Administrator Funding Sources: - Local Funds, - E-Rate Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Maintain existing district wide security measures for technology, technology systems, and provide additional supports as identified. Strategy's Expected Result/Impact: Ensure consistency of services to end users. Maintain the integrity of district data and the security of student and employee information as well as data integrity. Prevent interruption of services. Staff Responsible for Monitoring: Network and Systems Administrator Funding Sources: - Local Funds, - E-Rate Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Provide necessary human resources to facilitate technology as an integral part of administration and instructional systems. Strategy's Expected Result/Impact: Maintenance of Human Resources to support the integrity of district systems, address maintenance and support issues, provide training in use of district systems, and improve the seamless use and maintenance of network and end user devices. Staff Responsible for Monitoring: Director of Technology Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Maintain support and resources for 1:1 technology devices for students Grades PreK-12 and all classroom teachers. Strategy's Expected Result/Impact: Support student college and career readiness. Promote the integration and appropriate use of technology. Staff Responsible for Monitoring: Director of Technology Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
Strategy 8: Convene the District Technology Committee to review the District Long Range Plan for Technology and make necessary updates, changes or alterations to ensure alignment with District goals. Strategy's Expected Result/Impact: Provide consistent outline of technology needs, accomplishments and budgetary items for long term planning. Staff Responsible for Monitoring: Director of Technology	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
Strategy 9: Conduct a network security audit for potential vulnerabilities within system security. Strategy's Expected Result/Impact: Network Schematic and upgraded security for system data. Staff Responsible for Monitoring: Network Administrator Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
Strategy 10: Maintain a Mobile Device Management (MDM) system that will enable us to secure and control desktop computers, laptops, tablets, and network hardware remotely. Strategy's Expected Result/Impact: 1. Deploy software 2. Troubleshoot systems remotely and securely 3. Optimize the usage of software licenses 4. Secure your endpoints from cyber attacks 5. Manage and monitor mobile devices 6. Image and deploy Operating Systems Staff Responsible for Monitoring: Systems Administrator Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
Strategy 11: Complete and implement the Navarro ISD Cybersecurity Policy. Strategy's Expected Result/Impact: Ensure network and cyber security for district systems. Staff Responsible for Monitoring: Network Administrator; Director of Technology; Systems Administrator	Formative			Summative
	Oct	Jan	Apr	July

Strategy 12 Details	Reviews			
Strategy 12: Develop and Implement a District Wide AI policy. Strategy's Expected Result/Impact: Implement an AI policy that protects student data while enhancing staff productivity. Staff Responsible for Monitoring: Director of Technology, Instructional Technologist Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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 4: The district will continue to implement sound accounting and management practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Complete and independent financial audit with no exceptions or management issues. Strategy's Expected Result/Impact: Satisfactory audit report and verification of sound financial practices. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Maintain superior FIRST rating by complying with all of the TEA Accounting Procedures and Fund Balance recommendations. Strategy's Expected Result/Impact: Superior First Rating Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Prepare the yearly budget with five year revenue assumptions and projections. Strategy's Expected Result/Impact: Adopted budget with revenue assumptions and projections. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
Strategy 4: Post budget, check register, audit and financial reports on the district website. Strategy's Expected Result/Impact: Communicate the financial status of the district to all stakeholders to provide transparency. Illustrate the district's ability to balance and effectively manage finances. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July





Strategy 5 Details	Reviews			
Strategy 5: Designate at least one penny (\$85,000) of tax rate to expected maintenance repairs/equipment. Strategy's Expected Result/Impact: Allocate funding to support repairs and maintenance of district facilities and equipment. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Evaluate future refinancing opportunities of district debt service yearly. Strategy's Expected Result/Impact: Decrease deb schedule Staff Responsible for Monitoring: Superintendent, Chief Financial Officer Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
Strategy 7: Review the lag in current year values with School Board members annually to maintain compliance with HB 3 indicators added to the FIRST rating system. Strategy's Expected Result/Impact: The District will meet Indicator 20 of the FIRST rating scale. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
Strategy 8: Develop a Bond proposal to address growth and future needs for the district. Work with appropriate financial and marketing planners to provide information concerning Bond capacity for growth and expansion. Strategy's Expected Result/Impact: Identify Bond capacity and taxation capacity for planning and issuance of bonds to address district growth. Provide a bond proposal to the community for growth needs. Staff Responsible for Monitoring: Superintendent, Chief Financial Officer	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 5: The Transportation Department will utilize the demographer report to plan for increased fleet needs based on increased student enrollment. This information will guide needs for future fleet purchases and allow for budget planning to acquire new equipment and update existing vehicles to meet Federal and State guidelines.

Evaluation Data Sources: Mileage Logs, Demographer Reports, Fleet Data Sheets, Replacement and Growth Plan, and Maintenance Invoices





Strategy 1 Details	Reviews			
Strategy 1: Allocate funding for routing and student tracking data software system. Strategy's Expected Result/Impact: Accurate student ridership and tracking Staff Responsible for Monitoring: Director of Transportation Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Allocate funding for additional buses and updates to additional fleet Strategy's Expected Result/Impact: Expansion of fleet and safety updates as needed. Staff Responsible for Monitoring: Director of Transportation Funding Sources: - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 6: Utilize the field trip report/staff vehicle request to plan for increased white fleet needs based on previous requests.





Evaluation Data Sources: Mileage Logs, Field Trip Reports

Strategy 1 Details	Reviews			
Strategy 1: Allocate funding for additional white fleet vehicles Strategy's Expected Result/Impact: Increased white fleet based on the needs of the district Staff Responsible for Monitoring: Director of Transportation	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: District Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 1: Implement an expansion of the Advanced Academics programs at the Junior High and High School.

Evaluation Data Sources: Advanced Academics and GT related classroom offerings, materials and courses; Master schedules.





Strategy 1 Details	Reviews			
Strategy 1: District library staff will evaluate campus library programs, services, and facilities, identify research based best practices in school libraries and literacy programs, and provide recommendations for improving student achievement. Strategy's Expected Result/Impact: Improve library support for classrooms and student achievement. Staff Responsible for Monitoring: Chief Academic Officer, Campus Principals, Librarians	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Develop a comprehensive library alignment plan to support maintain consistent library collections to meet student needs. Strategy's Expected Result/Impact: Library Maintenance with existing standards. Staff Responsible for Monitoring: Chief Academic Officer, Librarians	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: Expand student opportunities for advanced instruction, advanced academics, and GT supports. Strategy's Expected Result/Impact: Improve student achievement scores among the highest performing and gifted students. Staff Responsible for Monitoring: Chief Academic Officer, GT Specialist	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: District Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 2: The district will continue to promote healthy eating choices for all students and meet compliance with Federal and State food service guidelines.

Evaluation Data Sources: 5 year Texas Department of Agriculture Audits





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

Strategy 4 Details	Reviews			
Strategy 4: Continue to earn high designations on food safety inspections with a goal of 90% or higher at all campuses biannually. Strategy's Expected Result/Impact: Maintain a safe and secure working environment. Staff Responsible for Monitoring: Food Services Director Funding Sources: - Federal Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
Strategy 5: Provide catering services to support meetings, student birthday celebrations and district events. Strategy's Expected Result/Impact: Provide healthy eating choices to students and staff and support district financial needs in food services. Staff Responsible for Monitoring: Food Services Director Funding Sources: - Federal Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
Strategy 6: Work collaboratively with the Business Office to identify additional calendar days to provide required compliance training. Strategy's Expected Result/Impact: District compliance with federal guidelines and requirements Staff Responsible for Monitoring: Child Nutrition Director, Chief Financial Officer Funding Sources: - Federal Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: District Priority 5: Obtaining and Maintaining Top Rated District Recognition

Performance Objective 3: The district will focus on maintaining 100% compliance within special education as evidenced by 100% compliance on all data entries and not being under any corrective action plans.

Evaluation Data Sources: TSDS/TEAL data submissions, cyclical monitoring/audits, CAPs, RDA report

Strategy 1 Details	Reviews			
Strategy 1: The special education department will participate in ongoing ARD facilitator training, weekly assessment team meetings, and case manager/campus administrator training to ensure all staff have thorough knowledge of special education requirements and best practices. Strategy's Expected Result/Impact: obtaining and maintaining top rated district recognition Staff Responsible for Monitoring: Special Education Director	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,285,665.00

Total FTEs Funded by SCE: 8.25

Brief Description of SCE Services and/or Programs

Alternate Education Program for at-risk students, Targeted Instruction and classroom supports, Tier II and Tier III Intervention Teachers, Credit Recovery Program, Summer School Programming

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brigid Wozniak	Teacher's Aide	0.5
Katie Malik	Behavior Support Teacher	0.5
Kayle Arlaus	ESL Instructional Specialist	1
Keli Seidel	Reading Intervention Teacher	1
Kiomi Hernandez	Communities In Schools	1
Kristi Monkerud	Reading Intervention Teacher	1
Leticia Miller	ESL Instructional Specialist	1
Nikki Gresham	Teachers Aide	0.5
Sunny Knight	Teacher's Aide	1
Tracey Guetzke	Behavior Support Teacher	0.5
Yari Herrera	Teacher's Aide	0.25

Title I

Title I Personnel

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

Plan Notes

District Improvement & Planning Committee

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

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

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	4		255 13 6411 00 999 6 99 0 00	\$17,000.00
2	11	2			\$0.00
Sub-Total					\$17,000.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
2	1	8			\$0.00
2	8	3			\$0.00
Sub-Total					\$0.00
Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	7			\$0.00
2	9	6			\$0.00
2	9	8			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	2	7			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	4			\$0.00
2	8	1			\$0.00
2	8	2			\$0.00
2	8	4			\$0.00
2	9	1			\$0.00
2	9	2			\$0.00
2	9	3			\$0.00
2	9	4			\$0.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	5			\$0.00
2	9	6			\$0.00
2	9	8			\$0.00
2	11	1			\$0.00
2	11	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	5	1			\$0.00
3	6	1			\$0.00
3	6	2			\$0.00
3	7	1			\$0.00
3	7	2			\$0.00
3	7	3			\$0.00
3	7	4			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
4	3	6			\$0.00
4	3	7			\$0.00
4	3	9			\$0.00
4	3	10			\$0.00
4	3	12			\$0.00
4	4	6			\$0.00
4	5	1			\$0.00
4	5	2			\$0.00
Sub-Total					\$0.00

SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
2	8	4			\$0.00
4	3	2			\$0.00
Sub-Total					\$0.00
CTE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	60,000		\$0.00
2	9	5			\$40,000.00
4	3	2			\$0.00
Sub-Total					\$40,000.00
E-Rate Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	2			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
Sub-Total					\$0.00
LASO Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	2	4			\$0.00
2	9	4			\$0.00
Sub-Total					\$0.00
Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00

Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	6			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Child Abuse and Neglect	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Coordinated Health Program			Wendy McMullen	9/9/2024
Decision-Making and Planning Policy Evaluation	Superintendent	8/5/2024	Wendy McMullen	9/9/2024
Disciplinary Alternative Education Program (DAEP)	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Dropout Prevention			Wendy McMullen	9/9/2024
Dyslexia Treatment Program			Wendy McMullen	9/9/2024
Title I, Part C Migrant			Wendy McMullen	9/10/2024
Pregnancy Related Services	Campus Nurse	9/2/2024	Wendy McMullen	9/10/2024
Post-Secondary Preparedness	Campus Administrators	8/5/2024	Wendy McMullen	9/9/2024
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Resources and School Leadership	9/2/2024	Wendy McMullen	9/9/2024
Student Welfare: Crisis Intervention Programs and Training			Wendy McMullen	9/9/2024
Student Welfare: Discipline/Conflict/Violence Management			Wendy McMullen	9/9/2024
Texas Behavior Support Initiative (TBSI)			Wendy McMullen	9/9/2024

Title	Person Responsible	Review Date	Addressed By	Addressed On
Technology Integration			Wendy McMullen	9/9/2024
Job Description for Peace Officers, Resource Officers & Security Personnel			Wendy McMullen	9/9/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions			Wendy McMullen	9/9/2024