

# **Navarro Independent School District**

## **Navarro Intermediate School**

### **2025-2026 Campus Improvement Plan**

**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

**Navarro ISD – Where Excellence is the Standard**

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

## Value Statement

### BOARD GOALS FOR 2023-2028

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

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

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

### ***Priorities***

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

**Priority 2:** Maximizing Academic Performance.

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

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

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

# Table of Contents

BOARD GOALS FOR 2023-2028 .....	2
Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	6
Student Learning .....	8
School Processes & Programs .....	12
Perceptions .....	14
Priority Problem Statements .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18
Goal 1: Navarro Intermediate will provide a safe, secure, and supportive learning environment for all staff and students. ....	18
Goal 2: Navarro Intermediate will foster and support a professional learning community that attracts, develops, and retains a highly qualified staff that engages all students. ...	25
Goal 3: Navarro Intermediate will maximize academic performance, support social and emotional growth, challenge students to their highest potential, and develop college and career readiness. ....	28
State Compensatory .....	35
Budget for Navarro Intermediate School .....	35
Personnel for Navarro Intermediate School .....	35
Title I Personnel .....	36
Site-Based Decision Making Committee .....	37
Site-Based Decision Making Committee .....	38
Campus Funding Summary .....	39
Policies, Procedures, and Requirements .....	42

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Annual CNA Process:

The District and campus administrators review the goals set forth by the Board of Trustees each year. Professional Learning Committees meet on campus to review and examine multiple sources of campus data including the Texas Academic Performance Report. The campus PLCs analyze collected data to identify campus strengths and needs. These needs are the foundation of the development and updating of the annual campus improvement plan. The results of the annual campus needs assessment help the Campus Improvement Committee (CIC) to identify strategies and activities to address identified strengths and needs. The NIS Campus Improvement Committee (CIC), which consists of campus administrators, teachers, parents, community and business representatives, began conducting a comprehensive needs assessment for the 2025-2026 school year in April. Revisions will continue throughout the year as needed. Multiple data sources were reviewed, discussed and disaggregated. Strengths were identified to build upon. Needs and concerns were prioritized. On-going needs will be documented during the formative review process.

# Demographics

## Demographics Summary

Navarro Intermediate School is located in the Navarro Independent School District and it is comprised of approximately 759 3rd-5th grade students. The ethnic make up for the campus is as follows:

Total Enrollment: 759

American Indian/Alaskan	0	0.0%
Asian	6	0.79%
Black/African American	27	3.6%
Hispanic/Latino	377	49.7%
White	307	40.0%
Hawaiian/Pacific Is.	7	0.92%
Two or More	35	4.6%

## Demographics Strengths

The teachers at NIS work diligently to provide students with meaningful instruction that will challenge them in a supportive and positive learning environment.

NIS's preliminary data is showing us to have a B rating from the Texas Accountability System. Our demographic strengths include:

1. The current average attendance rate of all students at NIS is 96.7% with only 3.3% of all students having chronic attendance issues. We are working to address these issues and will continue to implement attendance improvement plans for those with attendance issues.
2. NIS has a low student retention rate.
4. NIS has seen an increase in the number of teachers that are completing ESL and GT certifications. All ELAR Teachers are ESL Certified.
5. NIS has a high teacher retention rate with over 80% of our teachers having 5 or more years of experience. Also, currently 25.4% of the teaching staff hold Masters degrees and

several have completed specialized training such as Reading by Design or Response to Intervention.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** SpEd students need a variety of support services and assistance to be academically successful.

**Root Cause:** The Intermediate campus has seen an increase in the number of enrolled Special Education students who require a variety of needs and personnel.

# Student Learning

## Student Learning Summary

### 2023

Reading:	App.	Meets	Masters
3rd	79.47%	49.67%	11.26%
4th	83.1%	51.41%	16.9%
5th	78.02%	55.49%	29.67%

### 2024

Reading:	App.	Meets	Masters
3rd	78%	44%	16%
4th	84%	53%	18%
5th	82%	59%	27%

### 2025

Reading:	App.	Meets	Masters
3rd	81%	52%	21%
4th	85%	54%	22%
5th	80%	61%	31%

### 2023

#### Math:

3rd	86.76%	60.93%	22.52%
4th	84.51%	64.08%	33.1%



5th	79.78%	45.36%	18.03%
-----	--------	--------	--------

**2024**

**Math:**

3rd	81%	51%	17%
-----	-----	-----	-----

4th	73%	52%	22%
-----	-----	-----	-----

5th	80%	50%	15%
-----	-----	-----	-----

**2025**

Math	App.	Meets	Masters
------	------	-------	---------

3rd	82%	57%	27%
-----	-----	-----	-----

4th	76%	53%	27%
-----	-----	-----	-----

5th	81%	55%	24%
-----	-----	-----	-----

**2023**

**Science:**

5th	74.03%	42.54%	13.81%
-----	--------	--------	--------

**2024**

<b>Science:</b>	78%	36%	15%
-----------------	-----	-----	-----

**2025**

Science:	77%	38%	17%
----------	-----	-----	-----

## Student Learning Strengths

The 2024 STAAR Performance Data is the most current state data available for review. The following is an overview of our 2024 STAAR data:

### Reading

**Grade 3 - 229 students were tested:** While reading did not make gains compared to last year, they were higher than the state in approaches and was the same as the state in the meets area. Eco.Dis went up from 8.96 to 10.59% in masters. The Hispanic sub pop increased in masters from 4.84% to 12.66%. The EB population went from 0% masters to 12.5%. Meets for our SpEd population went up from 0% to 14.71% and masters in this area went up from 0% to 2.94%.

**Grade 4- 213 students were tested:** Overall, approaches went from 83.1% to 84.2%, meets from 51.46% to 53% showing increases in approaches and masters went from 16% to 18%. NIS was higher than the state in the meets for all students. Eco Dis. meets from 44.64% up to 45.05%, making gains in meets. Hispanic sub pop went from 78%-81.61% in approaches, 28.85% in meets to 46%, and in masters from 8.96% to 16%. EB's in approaches 44.44%- 46.15% in meets and an increase in masters from 0-7.69%. Special Education went from 35% to 35.48% in approaches.

**Grade 5- 228 students were tested:** NIS was higher than the state in meets for reading. Eco.Dis went from 65.28% to 82.35% in approaches, 41.67% to 54.41% in meets, and 16.67% to 26.47% in masters. Hispanic pop went from 70.67% approaches to 73.53% in approaches, 42.67% to 47.06% in meets, and 17.33% to 22.06% in masters. EB's increased in approaches from 60% to 71.43%, meets went from 40% to 42.86% and masters from 0% to 21.43%.

### Mathematics

**Grade 3-230 students tested:** The EB sub pop group went up in the masters category from 11.11% to 12.5%. The SpEd pop went from 0% masters to 2.94%.

**Grade 4-210 students were tested:** NIS was higher than the state in meets and masters.

**Grade 5-225 students were tested:** All students in approaches went from 79.78%-80.24%. meets went from 45.36 to 50.3%. Eco.Dis. went from 65.28% in approaches to 80.88%, meets went from 29.17% to 45.59%, and masters from 8.33%-13.24%. Hispanic pop went from 70% to 72% in approaches, 30.67 meets to 44.12% and masters from 8% to 20.59%. The EB pop went from 0% meets up to 21.43% and from 0% masters to 14.29%.

### Science grade 5

**230 students were tested:** Approaches went from 74.03% to 77.71% and masters went up from 13.81% to 15.66%. NIS was higher than the state in all areas.

Eco. Dis. went up in approaches from 65.28% to 73.13%, and up in masters from 6.94% to 13.43%. The Hispanic sub pop went from 62.16% up to 67.16% in approaches, meets from 28.38% to 32.84% and masters from 8.11% to 11.94%. EB's increased in masters from 0% to 7.69%. SpEd went up in approaches from 24.24% to 36%.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Our English Language Learners are under performing on most STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 40 meets standard, and 15% masters standard.

**Root Cause:** There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..

**Problem Statement 2 (Prioritized):** Students being served through Special Education supports continue to be outperformed by their peers.

**Root Cause:** While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.

**Problem Statement 3 (Prioritized):** Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS.

**Root Cause:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or "Masters" level of achievement.

**Problem Statement 4:** Navarro Intermediate is projected to have an overall rating of a B (80) for the 2025 school year based upon STAAR results. The previous rating in 2024 was a C. Scaled Scores were given for the following: STAAR Performance: 80 Relative Performance : 78 Academic Growth: 82 Closing the gaps: 87

**Root Cause:** A new resource was introduced for 2 grade levels, 2 ELAR teachers retired from the 3rd grade team and we continue to try and make gains in our SpEd population. We have some gains to make in math and will be structuring our math block to include certain daily components.

**Problem Statement 5:** Navarro Intermediate STAAR Results showed being below state levels in all testing areas for our SpEd. population in approaches, meets, and masters.

**Root Cause:** There has been a significant increase in the number of Special Education students and needing additional SpEd staff in order to provide the necessary supports for this population of students. SpEd students have to have more exposure to grade level materials in order to make the necessary gains and this includes having more minutes in class in order to provide this.

# School Processes & Programs

## School Processes & Programs Summary

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parent and community members in understanding the flow of instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative and uses the TEKS Resource System as a foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide a sequence for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. The TEKS Resources System provides a Scope and Sequence and Instructional Focus Documents for each grade level and content area to help frame the lesson and ensure that TEKS are covered in the classroom according to the depth and intensity designed by the State of Texas. NIS also uses Eduphoria Aware to house and analyze student testing and academic performance data. The reporting feature of Aware allows teachers to review in-district 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. NIS also participated in Explicit Instructional training to assist with lesson design that promotes classroom management and engagement.

NIS also uses MAP (Measures of Academic Progress) 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 a school year. This diagnostic tool provides instructional goals for students and helps identify instructional gaps among students, classes and content areas. These assessments are used in combination with STAAR, classroom assessment data and Professional Learning Communities to help make sound instructional decisions focused on student needs.

## School Processes & Programs Strengths

In order to ensure our students are learning and retaining information, a strong focus is placed on instruction development through effective curriculum planning. Staff members are involved in Professional Learning Communities to assist with vertical and horizontal alignment of curriculum and curriculum resources. These meetings specifically address curriculum effectiveness and student performance outcomes. Response to Intervention (RTI) meetings are held to allow for the Student Success team to meet and discuss with the campus stakeholders our most at-risk student population. During these regular meetings, we are able to further identify targeted instructional strategies or interventions that ensure all students receive quality instruction and meet targeted goals to reach their fullest potential. The faculty, staff and students at NIS create a welcoming and safe environment that is conducive to learning. Our healthy school environment allows us to recruit and retain highly qualified staff. All staff members are able to utilize data analysis tools, TEKS resources and opportunities for staff development to improve instructional practices, which also contributes to a positive and effective learning environment. In order to address student behavior, a Positive Behavior Intervention Support (PBIS) system has been implemented with established schoolwide goals and input from all stakeholders. Consistent Staff Development opportunities are provided to all staff so that specific instructional needs can be addressed and the staff can customize training based on their identified professional goals. Technology is readily available to all staff members and students through the district 1:1 initiative, and training has been provided by the district to improve instruction and seamless integration.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Emerging Bilingual Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.

**Root Cause:** EBs may not be receiving the level of academic vocabulary they need to be successful.

**Problem Statement 2 (Prioritized):** There is a continued need for RTI supports and intervention training to support at-risk learners.

**Root Cause:** The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.

**Problem Statement 3:** We have an increase in the number of parents who desire communication home in Spanish. Communication needs to reach all of our stakeholders through a variety of avenues.

**Root Cause:** An increase in our number of EB students.

# Perceptions

## Perceptions Summary

NIS values strong working relationships with our stakeholders. We continue to work to provide our students with facilities that are inviting and inspire a learning community. We value and want to attract a diverse staff that engages our students, and we want to meet the specific needs of all of our students. NIS works to provide a culture that is positive and welcoming to all of our students and community members. NIS works with several organizations to help our students make sound decisions and maintain a safe environment. Our PTO meets once a month and has active parent participation and involvement. They will assist us with putting on our Trunk-or-Treat this fall and will have the Snow-Ball in the winter. They will hold a fundraiser this fall as well.

Intermediate parents serve on our PTO, SBDM Team, DEIC, and SHAC.

Specials teachers will collaborate to put on our Music/Art Showcase in Dec.

Additional opportunities for parent involvement include our Open House, Grandparents Day Breakfast, Music/Art Showcase, Trunk-or-Treat, Veteran's Day Assembly, Book Fair, Student Council Color Run, Student-led conferences, and the Snow-Ball.

Honor Society will have a family trivia night in the spring.

## Perceptions Strengths

As NIS works to promote the perceptions of our campus, there is a strong working relationship with the PTO. Also, in line with our campus values, we strive to teach our students the things necessary to be good citizens in our Core Essentials Curriculum Program. Our goal is to teach our students about diversity and the importance of accepting and understanding other cultures or interests. There are several after school activities available for students which include UIL academics, Choir, and Art Club to name a few. Implementation of DART Student (doing all the right things) of the month for high academic or behavioral achievement. A Student Council Committee has been established and these students meet regularly to identify projects and activities that will positively impact the school community including participating in community service projects and events. They were also able to attend a Leadership Conference this fall. We also have Honor Society, to promote and encourage our student Leadership. Our counselor has implemented Start With Hello Week, Team Up Against Bullying, temperature checks for students, and College/Career Readiness Month.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Ensuring a positive campus culture and a shared vision is maintained.

**Root Cause:** There needs to be a continued focus on a shared vision and encouragement of candid conversations and campus-wide collaboration to maintain a healthy school culture and positive learning environment.

# Priority Problem Statements

**Problem Statement 1:** There is a continued need for RTI supports and intervention training to support at-risk learners.

**Root Cause 1:** The campus needs to further define intervention strategies that are effective to meet the specific needs of identified students. This includes providing effective supports for students with dyslexia or identified reading impairments.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Fidelity of effective, research-based, instructional practices are needed to enable individual students to achieve grade level standards for TEKS.

**Root Cause 2:** By assessing students primarily on multiple choice tests, students often develop only a surface level of understanding of core curriculum concepts. Many students achieve the "Approaches" standard on state tests, and more students should be able to achieve the "Meets" or "Masters" level of achievement.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** SpEd students need a variety of support services and assistance to be academically successful.

**Root Cause 4:** The Intermediate campus has seen an increase in the number of enrolled Special Education students who require a variety of needs and personnel.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Our English Language Learners are under performing on most STAAR assessments. The campus must increase overall STAAR performance percentages of ELL students to a minimum of 70% approaches standard, 40 meets standard, and 15% masters standard.

**Root Cause 5:** There is an increased need to teach ELL strategies and provide targeted intervention and instruction for all identified ELL students that incorporate SIOP protocols..

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students being served through Special Education supports continue to be outperformed by their peers.

**Root Cause 6:** While these students have specific learning goals, targets and supports, the gap in performance is not closing at a rate commensurate with their peers.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Emerging Bilingual Learners lag in vocabulary and verbal language skill development as shown in historical STAAR and TELPAS scores.

**Root Cause 7:** EBs may not be receiving the level of academic vocabulary they need to be successful.

**Problem Statement 7 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data



- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1:** Navarro Intermediate will provide a safe, secure, and supportive learning environment for all staff and students.

**Performance Objective 1:** NIS will promote a safe school environment, consistent counseling program, student wellness, and provide character development opportunities in order to build positive relationships with all stakeholders.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow a consistent standard for behavior intervention using a PBIS model. As the teachers establish expectations for student behaviors, and consistently follow the PBIS model, office referrals and time out of instruction are expected to decrease. <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals ; Increased parent communication; Increased instructional time with fewer classroom disruptions <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Discipline Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The NIS campus will provide monthly positive behavioral supports (awards) for students. The campus will use our Positive PAWS where students will earn whole class rewards from their teacher along with individual PAWS where a drawing will be held each Friday. Two students from each grade will be drawn and they will come to the office for a prize each week. <b>Strategy's Expected Result/Impact:</b> Positive PAWS;Student Performance; Student of the Month <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Discipline Committee  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The NIS Counselor and Behavior Specialist will provide conflict resolution and social skills training to students who exhibit a need. <b>Strategy's Expected Result/Impact:</b> Crisis Intervention, prevention <b>Staff Responsible for Monitoring:</b> Counselor, Behavior Specialist  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The counselor and nurse will collaborate with community resources to provide services to students and families in need. <b>Strategy's Expected Result/Impact:</b> Families will be connected to community service organizations when needed. Resources will be identified and facilitated. <b>Staff Responsible for Monitoring:</b> Counselor; Nurse  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> A gender based lesson on maturation will be taught in 5th classes, utilizing the district approved "SHARE" program. <b>Strategy's Expected Result/Impact:</b> Increase the knowledge and understanding of wellness, hygiene and maturation <b>Staff Responsible for Monitoring:</b> Counselor, Nurse  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Bullying and Sexual Harassment issues will be covered through Counselor curriculum, Leader in Me, and Panther Kindness Club. The Stop It application will be used as an anonymous reporting method. PTO also has a presenter that comes each year for an anti-bullying presentation as well. <b>Strategy's Expected Result/Impact:</b> Issues are addressed in a timely manner and students have a safe method to report issues. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers and Administrators  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The NIS Campus will support before and after school extra-curricular activities to include Student Council, Honor Society, Shake Club, Art Club, Drama/Musicals, Name That Book Club, Girl Scouts, Running Club, and Choir to name a few. <b>Strategy's Expected Result/Impact:</b> Students will have early access to extra-curricular activities Student participation in extra curricular activities will increase <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Coaches, Parents	Formative			Summative
	Oct	Jan	Apr	July
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> The NIS Campus will promote a healthy lifestyle through physical education curriculum and wellness objectives. In addition, campus wide activities such as Red Ribbon Week, Jump Rope for Heart, Color Run, Reindeer Run, Field Day, and community service projects will be implemented. <b>Strategy's Expected Result/Impact:</b> SHAC documentation Active student participation Increased student physical activity and increased Fitness Gram scores <b>Staff Responsible for Monitoring:</b> Administrators, Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Conduct regular campus emergency drills in accordance with the district crisis management plan. Drills will include lock-downs, ALICE, tornado/weather, and fire. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of an expected and timely response Log of campus drills <b>Staff Responsible for Monitoring:</b> Administrators, Teachers and staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Utilize identification security measures. All students and staff wear ID badges on campus. <b>Strategy's Expected Result/Impact:</b> Use of RAPTOR; Visitor Logs; Student and faculty badges <b>Staff Responsible for Monitoring:</b> Administrators and Office Staff	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Student leadership opportunities on campus will be developed and encouraged. Student Council will plan meaningful leadership activities for all students and attend a Leadership Conference as well. Panther Kindness Club will be implemented. <b>Strategy's Expected Result/Impact:</b> Creation of groups; sign-in sheets <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers, Group Leaders	Formative			Summative
	Oct	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Navarro Intermediate will provide a safe, secure, and supportive learning environment for all staff and students.

**Performance Objective 2:** NIS will maintain a variety of open communications between the staff, parents, students and community members in order to keep them informed of activities, meetings, celebrations, and student performances.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents and community members will be included in campus improvement and planning committees. Their feedback and input will help to develop campus goals that will further enhance a positive learning environment. <b>Strategy's Expected Result/Impact:</b> Increased parent attendance at site-based decision meetings. Parent surveys will provide valuable feedback <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents and community members will be informed of school activities and academic performance. Information will be disseminated through weekly campus newsletters, the campus website, Facebook, and Parent Square. <b>Strategy's Expected Result/Impact:</b> Parent Surveys, Campus newsletter, Campus website and Social Media pages <b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Campus Webmaster  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide written information to parents in their native language when needed and provide bilingual assistance at parent trainings or meetings. <b>Strategy's Expected Result/Impact:</b> Increased communication to all campus stakeholders <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers, Office Staff, Bilingual Staff  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to collaborate with the campus PTO to foster community and school relationships. <b>Strategy's Expected Result/Impact:</b> Monthly PTO meetings Parent Surveys to identify campus wants and needs <b>Staff Responsible for Monitoring:</b> Administrators, Staff, PTO Representatives  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will maintain communication with parents through email, ParentSquare text alerts, and telephone calls. <b>Strategy's Expected Result/Impact:</b> Parent communication will become more frequent Increased positive communication Parents will be informed of important campus issues Parent Surveys will provide feedback to improve communication efforts <b>Staff Responsible for Monitoring:</b> Teachers  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The NIS Campus will provide frequent parent involvement activities such as Meet the Teacher, Open House, Math/Literacy Nights, Science Night, Book Fair Night, Musicals, Trunk or Treat, Art Showcase, Student led Conferences, and Music Performances. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement Sign In Sheets to track attendance and participation <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselor  <b>Funding Sources:</b> - Local Funds, - Title I Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will submit weekly lesson plans in Beacon and input grades in a timely manner in the Gradebook Portal. <b>Strategy's Expected Result/Impact:</b> T-TESS expectations will be met for designing engaging lessons There will be an Increase in timely communication of grades to parents through the Grade Portal <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> The campus will maintain and update a campus website. <b>Strategy's Expected Result/Impact:</b> Open communication between parents and school. <b>Staff Responsible for Monitoring:</b> Campus Webmaster	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> All students will receive basic internet safety training during Computer and Library classes. The campus will comply with CIPA (Children's Internet Protection Act) standards. <b>Strategy's Expected Result/Impact:</b> Students have an increased knowledge and understanding of Internet Safety protocols. Parent Surveys will identify concerns Campus or Classroom Newsletters will further address and reinforce these protocols <b>Staff Responsible for Monitoring:</b> Technology Teacher, Administrators, Instructional Technology Specialist, Teachers, Counselor  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 2:** Navarro Intermediate will foster and support a professional learning community that attracts, develops, and retains a highly qualified staff that engages all students.

**Performance Objective 1:** The Navarro Intermediate school will hire and retain highly qualified teachers by providing relevant professional development and robust mentoring programs for new teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff development opportunities for technology integration strategies and the SAMR model. <b>Strategy's Expected Result/Impact:</b> Technology will be seamlessly integrated into classroom lesson plans and instruction Technology skills will advance to the Redefinition stage of the SAMR model <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Technology Specialist, Campus Librarian, Teachers  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers and paraprofessionals will meet state and federal guidelines for certification. <b>Strategy's Expected Result/Impact:</b> HQ Teacher Report <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - Title II Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> New staff will receive meaningful orientation training and ongoing mentoring supports. <b>Strategy's Expected Result/Impact:</b> Teacher Retention Rate <b>Staff Responsible for Monitoring:</b> Chief Instructional Officer, Administrators, Mentor Teachers  <b>Funding Sources:</b> - Local Funds, - Title II Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The NIS Campus will support vertical PLC and team meetings across the campus and district. <b>Strategy's Expected Result/Impact:</b> PLC Notes <b>Staff Responsible for Monitoring:</b> Administrators, Chief Instructional Officer, IC's	Formative			Summative
	Oct	Jan	Apr	July

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will provide opportunities for teachers to obtain certifications in high need areas. <b>Strategy's Expected Result/Impact:</b> Certification completion by teachers. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2:** Navarro Intermediate will foster and support a professional learning community that attracts, develops, and retains a highly qualified staff that engages all students.

**Performance Objective 2:** Assure that our teachers are provided with the training and resources to meet the needs of our overall student populations with our fast growing community.

**Goal 3:** Navarro Intermediate will maximize academic performance, support social and emotional growth, challenge students to their highest potential, and develop college and career readiness.





**Performance Objective 1:** Navarro Intermediate will strive to improve proficiency in math and reading for all students in the approaches category to 90%, meets to at least 60% , and masters to 30% across grade levels 3-5 for the State Accountability Standards. The NIS campus will make significant progress toward increased student achievement for our SpEd and EB groups. Our EB group to at least 50% meets in both reading and math and our SpEd sub pop to at least 25% meets in math and reading for grades 3-5.

**Evaluation Data Sources:** 2026 State Accountability Summary

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use common assessments, MAP Screeners, unit tests, benchmarks, and informal assessments in Reading, Math, Writing, Social Studies and Science to make targeted interventions. <b>Strategy's Expected Result/Impact:</b> Failure rate; STAAR scores <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students who have not shown growth on formal/informal assessments will receive intensive, targeted remediation. <b>Strategy's Expected Result/Impact:</b> STAAR scores, increased growth measures MAP, lower failure rates <b>Staff Responsible for Monitoring:</b> Principal; AP;Grade Level Teachers; RTI Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Title I Funds, - SCE Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Student Support Committee meetings will be held with the parents of any student failing one or more classes. <b>Strategy's Expected Result/Impact:</b> Failure; retention rate <b>Staff Responsible for Monitoring:</b> Counselor, teachers, PEIMS, Admin.  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure that students not making progress though Tier 1 supports will receive appropriate interventions through the RTI process, SpEd, 504, ESL services. <b>Strategy's Expected Result/Impact:</b> Increasing meets category for STAAR; Grades <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Student Support Committee, Interventionists, SpEd Teachers, EB Teachers  <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - SPED Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support Programs (WIN Time tutorials, special ed., EB, counseling) will provide individualized assistance to at risk students. <b>Strategy's Expected Result/Impact:</b> STAAR scores; Higher passing rates <b>Staff Responsible for Monitoring:</b> Principal; AP; Counselor; Staff  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local Funds, - Title I Funds, - SCE Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> In order to challenge students to reach their highest potential, targeted supports and enrichment will be provided during WIN (What I Need) Time and the use of district hired tutors have been implemented to facilitate tutoring during the school day as well. <b>Strategy's Expected Result/Impact:</b> Failure rate; STAAR scores <b>Staff Responsible for Monitoring:</b> Interventionists, Assistant Principal, Principal, GT Teacher  <b>Funding Sources:</b> - Title I Funds, - SCE Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Navarro Intermediate is in a shared services arrangement with Region 20 for professional development, instructional resources, and teacher support for ESL students. <b>Strategy's Expected Result/Impact:</b> TELPAS scores; STAAR scores <b>Staff Responsible for Monitoring:</b> Chief Instructional Officer; ESL Teachers  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Campus will utilize Instructional Technologist to increase integration of technology into classrooms. <b>Strategy's Expected Result/Impact:</b> Teacher lesson plans with more embedded tech TEKS. <b>Staff Responsible for Monitoring:</b> Principal; Instructional Technologist  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Utilize current software to enhance student achievement on state test and in the classroom (i.e. Accelerated Reader, Amplify Boost, Zearn, StemScopes, and iXL Math, Xtra Math). <b>Strategy's Expected Result/Impact:</b> State test scores will reflect intervention. <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Computer Teacher  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Title I Funds, - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Teachers will integrate Technology TEKS into core classes. <b>Strategy's Expected Result/Impact:</b> Students will be able to utilize technology for academic purposes. <b>Staff Responsible for Monitoring:</b> Principal, AP, Teachers  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Professional development activities will include: TEKS Resource System subject/grade level training; curricular objectives; technology / technology integration; emergency procedures; RTI; instructional strategies for special populations. <b>Strategy's Expected Result/Impact:</b> At least 95 % approval on teacher surveys <b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Chief Instructional Officer  <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - Title II Funds, - Local Funds, - SPED Funds	Formative			Summative
	Oct	Jan	Apr	July

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Bi-Weekly PLC meetings will occur for the teachers to meet during planning periods to review curriculum planning, assessments, align curriculum, analyze data, target instructional strategies, and discuss remediation efforts. <b>Strategy's Expected Result/Impact:</b> Increase student performance on all assessments. Strengthen Tier 1 Instructional Practices <b>Staff Responsible for Monitoring:</b> Principal; RTI Team, Teachers, IC's  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Campus will support the Art, Theatre, and Music teachers in order to incorporate Fine Arts offerings for students. <b>Strategy's Expected Result/Impact:</b> More student involvement in the arts. <b>Staff Responsible for Monitoring:</b> Art Teacher; Music Teacher; Theatre Teacher; Principal  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 3:** Navarro Intermediate will maximize academic performance, support social and emotional growth, challenge students to their highest potential, and develop college and career readiness.

**Performance Objective 2:** NIS will increase the attendance rate to 97.5%.

**Evaluation Data Sources:** Attendance Rate; data from 2025





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Warning letters for excessive absences will be sent to parents prior to a loss of credit or truancy charges being filed. Counselor meetings will also take place with students who have excessive absences each semester. <b>Strategy's Expected Result/Impact:</b> Attendance reports <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/ PEIMS Clerk  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who exceed the allowable number of absences will have a parent/student meeting with the Attendance Committee and legal recourse will be used where attendance laws are violated. <b>Strategy's Expected Result/Impact:</b> Improved communication regarding the importance of attendance <b>Staff Responsible for Monitoring:</b> Principal; AP; Attendance Committee  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Incentives will be given to students with perfect attendance at each 9 weeks. <b>Strategy's Expected Result/Impact:</b> Attendance rates will increase. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PEIMS  <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Oct	Jan	Apr	July



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will maintain and update the electronic student information management system. <b>Strategy's Expected Result/Impact:</b> Data audit-100% of all contact information be entered into the system by due date, PEIMS submission <b>Staff Responsible for Monitoring:</b> Registrar	Formative			Summative
	Oct	Jan	Apr	July
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Student sign out sheets will be completed on an individual basis. <b>Strategy's Expected Result/Impact:</b> Individual student sign out sheets will be kept up to date. <b>Staff Responsible for Monitoring:</b> Registrar; Secretary	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** Navarro Intermediate will maximize academic performance, support social and emotional growth, challenge students to their highest potential, and develop college and career readiness.

**Performance Objective 3:** NIS will create and implement a cohesive Tiered intervention system with data tracking measures to help students who are academically struggling with Math or Reading.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will keep a data folder and be goal setting in all core content areas. The tracking will be for attendance, MAP, unit tests, 9 week grades, and benchmark tests. <b>Strategy's Expected Result/Impact:</b> Increased growth, STAAR level meets, and individual accountability for all students. <b>Staff Responsible for Monitoring:</b> Principal, AP, teachers	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will have their own individual data folder where each student will have a card with all relevant data on the card, along with any sub pop the student may belong to. Teachers will move these cards to specific pockets as data becomes available and use these in a way that a data room would be utilized. We will be able to see who our bubble students are and who our focus students are as we use these during our data PLC's. <b>Strategy's Expected Result/Impact:</b> Being able to see patterns of movement with students or groups of students. Getting more of our students over to the meets and masters category. <b>Staff Responsible for Monitoring:</b> Teachers, admin.	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Navarro Intermediate School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

We have 2 reading interventionists who service our Tier 3 students and meet with teachers regularly to discuss the progress and next steps for these students. They meet with students in grades 3-5 four times a week and work on those reading skills that are missing and students are struggling with the most. We have an ESL paraprofessional who services our campus and assists with our EB students.

## Personnel for Navarro Intermediate School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Keli Seidel	Reading Intervention Teacher	1
Kristi Monkerud	Reading Intervention Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Raejeania Pittman	Math Tutor	Title 1	

# Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	Kimberly Jones	Parent
Parent	David Rodgers	Parent
Parent	Beth Hendershot	Parent
Parent	Jill Wright	Parent
Teacher	John Martinez	SpED Teacher
Classroom Teacher	Rodney Rodriguez	NIS 5th Grade Teacher
Classroom Teacher	Katie Pfenninger	NIS 4th Grade Teacher
Classroom Teacher	Katie Hunter	NIS 3rd Grade Teacher
Non-classroom Professional	Darby Clardy	NIS Counselor
Administrator	Megan Ramos	NIS Assistant Principal
Administrator	Michelle Schwarzlose	NIS Principal

# Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Darby Clardy	NIS Counselor
Parent	Jamie Hawkins	NIS Parent
Classroom Teacher	Jessica Bartholomew	NIS 5th Grade Teacher
Classroom Teacher	Lori Shults	NIS 4th Grade Teacher
Classroom Teacher	Sandy Putnam	NIS 6th Grade Teacher
Administrator	Megan Ramos	NIS Assistant Principal
Administrator	Michelle Schwarzlose	NIS Principal

# Campus Funding Summary

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

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
1	2	9			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
Sub-Total					\$0.00
SCE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
Sub-Total					\$0.00
SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4			\$0.00



SPED Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
3	1	6			\$0.00
3	1	11			\$0.00
Sub-Total					\$0.00

# Policies, Procedures, and Requirements

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

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

<b>Title</b>	<b>Person Responsible</b>	<b>Review Date</b>	<b>Addressed By</b>	<b>Addressed On</b>
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