Navarro Independent School District

Navarro Elementary 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro ISD is a 4-A 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 Elementary School Student Demographics

2024-2025	Campus
Total Students	**640**
African American	2.7%
Hispanic	45.3%
White	46.3%
American Indian	.3%
Asian	1.7%
Two or More Races	3.4%
Pacific Islander	0.3%
Economically Disadvantaged	47.2%
English Language Learners	7.8%
At-Risk Population	28.9%
Mobility	12%
Disciplinary Placement	0.0%
Attendance Rate	94.5%

Navarro ISD Schools and Enrollment

2023-24 Data	Campus #	Campus %
Early Childhood Education	18	2.8%
Pre-Kindergarten	61	9.5%

2023-24 Data	Campus #	Campus %
Kindergarten	171	26.72%
Grade 1	193	30.2%
Grade 2	197	30.8%

Navarro ISD Program Enrollment

	Navarro Elementary 2023-24	
	%	#
Bilingual/ESL	7.8%	50
Gifted and Talented	8.3%	53
Special Education	17.7%	113

Navarro ISD Staff Experience

	# - NES	% - NES	%- NISD	% - State
Beginning Teachers	3	6.5%	6.9%	9.7%
1-5 Years	6.9	15.2%	20.4%	26.3%
6-10 Years	13.8	30.4%	26.2%	20.5%
11-20 Years	16.7	36.9%	27.2%	27.2%
Over 20 Years	4.9	10.9%	19.2%	16.2%

Number of Students per Teacher	2023-24
campus	14.1
state	14.8

Demographics Strengths

Navarro Elementary School (NES) has a dedicated and experienced staff to support student needs. In comparison to state averages, NES teachers are more experienced providing our young students with a wealth of information to support their learning needs. NES has been steadily increasing in size over the last few years. This increase in student population has created a more diverse population that has included students from various cultural backgrounds and home languages, as well as an increase in students with disabilities. In addition to

the diversity of students enrolling in our school, our parents and community continue to support the campus with active involvement in academics, campus events and student social-emotional development.

Problem Statements Identifying Demographics Needs

Problem Statement 1: NISD is experiencing fast growth that strains campus and district resources and facilities. Class sizes are meeting state ratios and the need for more classrooms is increasing.
Root Cause: Communities in the surrounding area are growing and increasing in number. Many families come to NISD because of the great reputation.

Student Learning

Student Learning Summary

Comparative end of year NWEA MAP achievement results from spring 2022-2023 to spring 2023-2024. Students at or above the 40th percentile:

	Math	Reading
Kinder	72% / 74%	70% / 72%
1st	85% / 72%	73% / 67%
2nd	84% / 85%	73% / 70%

Achievement results through NWEA MAP shows that student performance is improving in Kinder and 2nd grade math across sub populations. Growth in MAP Reading was minimal. As a campus the average growth in MAP reading scores fell at the 39th percentile nationally while math was at the 58th percentile nationally. Significant effort has been made to support our critical subpopulations with differentiated instruction, and supplemental tutoring to fill gaps. The difference in achievement between ALL students, and specific priority sub populations determines the level of need for filling gaps, additional support and continued professional development. The campus moved to a new phonics curriculum for the 2023-24 school year which helped close some gaps in the areas of phonological awareness, however it did not provide extensive application of reading skills. The campus is moving to Amplify HQIM for the fall of 2024 to address tier 1 reading instruction. Targeted campus professional development will be held to address academic deficits to make growth.

Student Learning Strengths

Per 2024-2025 EOY scores:

In Kindergarten math MAP, students are performing overall at the 74th percentile nationally.

In 1st Grade math MAP, students are performing overall at the 64th percentile nationally.

In 2nd Grade math MAP, students are performing overall at the 80th percentile nationally.

In Kindergarten reading MAP, students are performing overall at the 71st percentile nationally.

In 1st Grade reading MAP, students are performing overall at the 63rd percentile nationally.

In 2nd Grade reading MAP, students are performing overall at the 64th percentile nationally.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Navarro Elementary School was given an overall rating of C (78) for the 2023 school year based upon STAAR results for the Intermediate Campus. Scaled scores were given for the following: Student Achievement: 77 Academic Growth: 75 Relative Performance (Eco Dis 35.3%): 69 Closing the gaps: 76 School progress and closing the gaps increased, while overall student achievement decreased.

Problem Statement 2: 1st grade MAP Math fell at the 47th percentile for achievement. Compared to Kinder and 2nd grades, 1st grade was not high achieving and high growth.
Root Cause: A large number of students in first grade failed to meet projected RIT scores for MAP Math.

Problem Statement 3: K, 1 and 2 MAP Reading scores showed high achievement but low growth compared to our targets.
Root Cause: Students made significant phonological progress through the Heggerty curriculum , however the reading application portion of the curriculum was not strong.

Problem Statement 4 (Prioritized): Prescriptive intervention plans for students who are not making progress at a predetermine growth rate. In an attempt to be proactive, the elementary campus is implementing tutoring support for struggling students to minimize learning gaps and accelerate learning.

Problem Statement 5: HB3 requires for the school board to create an Early Childhood plan for review and publication. These plans are required to include annual goals for aggregate student growth on 3rd grade math and reading STAAR; annual targets for students in each group evaluated under closing the gaps domain; targeted professional development for classroom teachers in kindergarten through 3rd grade for campus

Problem Statement 6: HB4545 requires prescriptive intervention plans for students who did not pass STAAR. In an attempt to be proactive, the elementary campus is implementing tutoring support for struggling students to minimize learning gaps and accelerate learning.

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, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC) and uses the TEKS Resource System provided by TCMPC as the foundation for the district curriculum. The TEKS Resource System does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit pacing guides, vertical alignment resources and formative assessment tools. TEKS Resource 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. In additional to the TEKS Resource System, 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 along side State Assessment performance. The combination of the two curriculum resources provides teachers with the data tools necessary to design engaging lessons targeted at the highest needs.

Navarro ISD has invested in NWEA Measures or 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 tools provides instructional goals by students and helps to identify instructional gaps among students, classes and content areas. The assessments are used in combination with common assessments, Classroom assessment data and Professional Learning Community teams to help make sound instructional decisions focused on student needs.

RTI systems on the campus are consistently reviewed to ensure effective interventions and tracking are taking place. The RTI meetings focus on teachers looking at multiple points of data when discussing student achievement and recommendations for remediation. Multiple trainings have and will continue to occur to assist teachers with selecting prescriptive interventions to target specific areas of instruction. The focus this year is that students are engaged in collaboration, writing, and tracking their own data.

School Processes & Programs Strengths

Grade level teams meet weekly to discuss and plan lessons which follow the current YAG and TEKS for the grade level. The grade level teams also meet with administration and instructional coaches on a weekly basis to discuss grade level goals and instructional practices needed to reach those goals. They also use this time to work on common assessments, disaggregate data from assessments, and to plan for future lessons.

Teachers regularly meet with the RtI/MTSS team to discuss students who are in need of interventions, to check on student progress for students in Tier 2 and 3, and to analyze the effectiveness of interventions.

New staff members hired on are quickly learning school processes and are bringing their talents to our school to share with students and staff. In-house movement for staff among grade levels does happen on a limited basis. The pool of applicants for positions is insufficient and not all positions on campus are able to be filled. Teachers have opportunities to be involved in many planning organizations at the campus and district level. Staff meetings, weekly bulletins, newsletters, and an active PTO keeps teachers informed and appreciated.

Many traditions (Jingle Bell run, Gingerbread house day, the Valentine's Dance, 100's day), clubs and many other special events, in conjunction with the curriculum, make for a unique "Navarro" school experience. Events and volunteer opportunities on campus are opening back up for community particpation after a year of having restirctions. The teachers are dedicated and truly care about the students and their well being. Soft skills, kindness, and character development are emphasized and practiced.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 36 out of 46 (78%) certified teachers have their supplemental ESL certification
Root Cause: Hiring of teachers who are not ESL certified, and returning teachers not acquiring certification.

Problem Statement 2: 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.

Perceptions

Perceptions Summary

Parental Involvement:

The PTO meets monthly and has active particaption and involvment. Classroom and campus initiaives are supported by the PTO through funds and volunteers. A Fall Festival and Valentines' Dance are the big fundraisers and outreach projects for the year. Parent engagement surveys are condcuted yearly to determine how our parents want to receive information and be involved on the campus.

The specials teachers collaborate to develop musical performance programs for each grade level.

The campus is actively creating additional opportunities for parental involvement including Grandparents Lunch, Open House, Watch Dog Kickoff, evening musical performances, Child Development Days to assist with Child Find, Veterans Day assembly, Panther Run, 2nd Gr Gingerbread House building, Family Movie Night, and Reading Restaurant Family Night.

Elementary parents are represented on the campus SBDM committee, DEIC Committee, SHAC and school safety committee.

Parents are very supportive of the campus and staff.

Perceptions Strengths

A united effort and collaboration among staff members to use common verbiage and expectations in regard to PBIS and CHAMPS helps minimize the number of discipline issues on the campus.

The majority of our teaching staff has over 10 years of classroom teaching experience. This level of dedication and teaching experience has attributed to the campuses ability to retain teachers and recruit future teachers by creating a caring atmosphere that seeks to meet the needs of students, faculty, and staff.

Our parent volunteer program continues to grow. Many fathers volunteer their day to work with their kids, make sure the school is secure, and help with lunch and recess duty.

Campus clubs are in place that promote new and differentiated experiences and new academic opportunities for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As the student population continues to grow, the need for another specials rotation, preferably a LOTE, drama or dance teacher, will be requested.
Root Cause: Facility constraints and increasing class sizes make existing specials classes overcrowded.

Priority Problem Statements

Problem Statement 1: 36 out of 46 (78%) certified teachers have their supplemental ESL certification

Root Cause 1: Hiring of teachers who are not ESL certified, and returning teachers not acquiring certification.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Prescriptive intervention plans for students who are not making progress at a predetermine growth rate. In an attempt to be proactive, the elementary campus is implementing tutoring support for struggling students to minimize learning gaps and accelerate learning.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- 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

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: NES will foster and support a professional learning community that attracts and develops a diverse staff that engages all students.

Performance Objective 1: Navarro Elementary will support PLC collaboration on a weekly basis and will develop professional learning opportunities that meet the needs of staff as well as students.

Evaluation Data Sources: PLC agendas/framework
Data analysis from PLCs
MTSS training log
MTSS meeting schedule
Campus FIE referral information
Staff surveys
Classroom observation data
ILT minutes

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained to conduct PLC's that address targeted TEKs and skills to ensure students make at least one year's growth in MAP.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Increased knowledge and application of tier 1 and tier 2 practices that will positively impact student achievement. 2. Increased knowledge of grade level TEKS as well as training in data analysis to determine areas of strength and weakness. 3. Increased alignment horizontally and vertically to build program efficacy. **Staff Responsible for Monitoring:** Admin, teachers, instructional coaches **Funding Sources:** - Title I Funds, - LASO Grant Funds, - Local Funds	❌ No Review			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained to identify student gaps in knowledge and build prescriptive plans of intervention to close gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Use of research-based intervention methods to address gaps in student learning. 2. Closing gaps of sub-populations. 3. Create a comprehensive data sheet to be used for data monitoring. 4. Effectively utilize tutoring groups to support students not identified through other programs like MTSS/504/Sped/ LEP. **Staff Responsible for Monitoring:** Admin, teachers, instructional coaches, MTSS teachers, tutors **Problem Statements:** Student Learning 4 **Funding Sources:** - Title I Funds, - LASO Grant Funds				

Strategy 3 Details	Reviews			
Strategy 3: Professional development will be tailored to address areas of campus need.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Effective use of district resources and supplements to improve student achievement. Ex: TEKs resource system, IXL,Bluebonnet, Language-rich classroom, etc. 2. Increased knowledge of SEL practices and areas of behavior intervention that teachers identify as a target of need. 3. Implementation of classroom strategies that increase student engagement and support campus goals. Ex: SIOP/ESL, vocabulary, collaboration strategies **Staff Responsible for Monitoring:** Support staff, admin, teachers, specialists **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Title II Funds				

⊘ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Prescriptive intervention plans for students who are not making progress at a predetermine growth rate. In an attempt to be proactive, the elementary campus is implementing tutoring support for struggling students to minimize learning gaps and accelerate learning.
School Processes & Programs
Problem Statement 1: 36 out of 46 (78%) certified teachers have their supplemental ESL certification   **Root Cause**: Hiring of teachers who are not ESL certified, and returning teachers not acquiring certification.

Goal 2: Provide a safe learning environment with enhanced security measures.

Performance Objective 1: Navarro Elementary will implement a proactive, training-based approach to safety, discipline management and SEL.

    Evaluation Data Sources: Counselor surveys
Counselor end of year report
Staff surveys
PD records
PTO sponsored activities
OLT minutes

Strategy 1 Details	Reviews			
Strategy 1: The school counselor will conduct regularly scheduled whole group, small group and individual lessons focused on high impact character traits, conflict resolution, crisis intervention, and social skills.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Outreach to community resources to provide support for families in crisis. 2. Implement and apply strategies that positively impact student's emotional growth. 3. Common focus amongst staff on mental health. 4. Bring in a social worker intern to support SEL efforts. **Staff Responsible for Monitoring:** School counselor, admin, teachers **Funding Sources:** - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Maintain consistent discipline practices through the training of CHAMPS, PBIS, and regular targeted PD to address campus specific behavior concerns.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Common vocabulary used throughout campus 2. Understanding of tiered intervention and discipline for behavior management. **Staff Responsible for Monitoring:** All campus staff OLT **Funding Sources:** - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide instruction/programs to promote safety such as Red Ribbon Week, Fire Prevention Weeks, Bus Safety, Anti-Bullying. **Strategy's Expected Result/Impact:** 1. Greater awareness of safety measures available to students and staff. **Staff Responsible for Monitoring:** School counselor, admin, elective teachers, PTO **Funding Sources:** - Local Funds	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: NES will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Performance Objective 1: NWEA MAP objectives:
K-2 students will perform at or above the 80th percentile nationally for both reading and math.

EOY 23-24 achievement data:
Kinder Math: 66th%
Kinder Reading: 60th%
1st Gr Math: 61st%
1st Gr Reading: 57th%
2nd Gr Math: 78th%
2nd Gr Reading: 54th%

K-2 student will show growth at or above the 60th percentile in both reading and math from the beginning of the school year to the end of the school year.

EOY 23-24 growth data:
Kinder Math: 55th %
Kinder Reading: 47th%
1st Gr Math: 47th%
1st Gr Reading: 32nd%
2nd Gr Math: 71st%
2nd Gr Reading: 39th%

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** TTESS walk through data
> Student data trackers
> NWEA MAP assessments at BOY, MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: Teachers will emphasize opportunities for students in lesson plans to collaborate through discussion, generating questions and providing peers with feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: An increase in student discussion promotes academic vocabulary acquisition, as well as reading and writing in complete sentences. **Staff Responsible for Monitoring:** Classroom teachers Admin Instructional coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - LASO Grant Funds, - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Students in grades K-2 will track their own data based upon grade level priority standards.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students who track their own progress and set goals acquire more internal ownership of their performance. **Staff Responsible for Monitoring:** Teachers Admin Instructional coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - LASO Grant Funds				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide opportunities in lesson plans for students to write in complete sentences in response to their learning across content areas.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Students independently respond to their learning in complete written sentences. Teachers will provide stems and opportunities for students to respond both orally and in writing. **Staff Responsible for Monitoring:** teachers instructional coaches admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - LASO Grant Funds, - Local Funds				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: NES will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.

Performance Objective 2: Based on MAP data, NES will increase the average RIT percentile for English Language Learners and Special Education students by 5 points in both reading and math for grades K-2.

High Priority

Evaluation Data Sources: NWEA MAP data
(average percentile RIT)
Comprehensive data spreadsheet
Benchmark data
TELPAS data
IEP data
PD log

Strategy 1 Details			Reviews			
Strategy 1: Train and implement new Bluebonnet HQIM with fidelity.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Close instructional gaps specifically in the areas of phonological awareness and phonemic awareness that are hindering student reading growth. Promote application of reading strategies that will ensure a year's growth for all students. **Staff Responsible for Monitoring:** Instructional coach, admin, teachers, ILT			**Oct**	**Jan**	**Apr**	**July**

Strategy 2 Details			Reviews			
Strategy 2: Provide in-class and pull-out assistance for ESL student language development.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Increase language acquisition, comprehension, and student performance. 2. ESL students will exit the LEP program within 3 years of instruction. **Staff Responsible for Monitoring:** ESL Specialist, ESL para, admin **Funding Sources:** - Title II Funds, - Local Funds			**Oct**	**Jan**	**Apr**	**July**

Strategy 3 Details			Reviews			
Strategy 3: Ensure eligible students receive ESL accommodations.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Increase language acquisition, comprehension, and student performance. 2. ESL students will exit within 3 years of instruction. **Staff Responsible for Monitoring:** ESL specialist, admin, teachers **Funding Sources:** - Title II Funds			**Oct**	**Jan**	**Apr**	**July**

Strategy 4 Details	Reviews			
Strategy 4: 100% of classroom teachers will obtain their supplemental ESL certification. (Currently at 36/46teachers, or 78%)	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Implementation of research supported ESL strategies. **Staff Responsible for Monitoring:** Admin, teachers **Funding Sources:** - Title II Funds				

Strategy 5 Details	Reviews			
Strategy 5: Incorporate Seidlitz's "7 Steps to a Language Rich Interactive Classroom" into PLC implementation and campus wide initiatives.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Increased student use of oral language. 2. Increase total response signals. 3. Increased use of visuals and vocabulary strategies. 4. Increased use of structured conversations. 5. Increased student participation in structured writing activities. **Staff Responsible for Monitoring:** Instructional coaches, admin, teachers, ESL Specialist, special education staff **Funding Sources:** - LASO Grant Funds				

Strategy 6 Details	Reviews			
Strategy 6: Increase teacher understanding of IEP goals, progress monitoring and implementation of accommodations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Multiple opportunities for training offered to assist teachers and staff with resources and instructional strategies.	**Oct**	**Jan**	**Apr**	**July**
2. Alignment of teachers to understand the strengths and weaknesses of our sped students. **Staff Responsible for Monitoring:** Instructional coaches, sped teachers, admin, sped paras. **Funding Sources:** - Local Funds				

Strategy 7 Details	Reviews			
Strategy 7: Create common planning time where specials teachers will collaborate with general education teachers to promote cross curricular connections.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: 1. Increased alignment of instructional practices and targets. **Staff Responsible for Monitoring:** Instructional coaches, admin, gen ed teachers, specials teachers. **Funding Sources:** - Local Funds				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Navarro Elementary will foster a collaborative educational climate between all stakeholders.

Performance Objective 1: Navarro Elementary will foster a collaborative educational climate to build positive relationships with students, parents, staff, and the community.

Evaluation Data Sources: Parent and community surveys
Staff and student surveys
PTO membership
Participation in campus events
Campus flyers and communication
Sign in sheets for committees

Strategy 1 Details	Reviews			
Strategy 1: NES will host family engagement events monthly to encourage parent/community participation. (Volunteering, family events, performances, showcases, conferences, fundraisers).	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Increased leadership development of parents through PTO and Watch Dogs. 2. Increased input and feedback from parents and community through DEIC, SBDM, PTO, Safety Committee, and SHAC 3. Increased student engagement due to parent participation. 4. Distribution of Title 1 compact **Staff Responsible for Monitoring:** PTO, teachers, admin	**Oct**	**Jan**	**Apr**	**July**

Strategy 2 Details	Reviews			
Strategy 2: NES will communicate with families weekly at the classroom level as well as the campus level. Increased communication in Spanish is needed to support bilingual families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Parents and community members will keep informed of the events on campus, as well as academics. 2. Increased support of student learning, safety, attendance, and health initiatives. 3. Increase of Parent Square to assist with translation. **Staff Responsible for Monitoring:** Admin, teachers **Funding Sources:** - Local Funds	**Oct**	**Jan**	**Apr**	**July**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Navarro Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.25
Brief Description of SCE Services and/or Programs

Personnel for Navarro Elementary School

Name	Position	FTE
Yari Herrera	Teacher's Aide	0.25

Title I Personnel

Name	Position	Program	FTE
Nicole Schuelke	Intervention Teacher	Title 1	1.0
Rebecca Borchardt	Intervention Teacher	Title 1	1.0

Campus Funding Summary

Title II Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
				Sub-Total	$0.00

Title I Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
				Sub-Total	$0.00

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	1	3			$0.00
3	2	2			$0.00
3	2	6			$0.00
3	2	7			$0.00
4	1	2			$0.00
				Sub-Total	$0.00

LASO Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00

LASO Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	2	5			$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

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