

Corsicana Independent School District
2023-2024 Navarro Campus Improvement Plan
2023-2024 Campus Improvement Plan



Mission Statement

In partnership with parents, the community, and stakeholders, Navarro Elementary will teach a rigorous and relevant curriculum in a safe, secure, and welcoming environment that prepares students to succeed and encourages them to become lifelong learners.

Vision

Navarro Elementary in collaboration with Corsicana ISD will support all students in achieving their full potential as empowered, responsible, and productive citizens in our ever-changing society.

Value Statement

Navarro Elementary will support Corsicana ISD's Mission and Vision through commitment, determination, and collaboration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Elementary serves Kindergarten-Fourth Grades and has an enrollment of 576 students. 89.53% are Economically Disadvantaged, 51.91% are Hispanic, 17.01% are African-American, 65.63 are White, 0.52% are Asian, 3.47% are American Indian, 6.25% are Pacific Islander, and 6.12% are Two-or-More races. 19.79% of our population receives special education services, 4.16% are Section 504 students, and we have an "At-Risk" rate of 60.24%. 20.45% of our students are Emergent Bilingual students. Navarro Elementary hosts the district's Life Skills classes for grades K-4 (7 classrooms). This data was used to help create the Needs Assessment as shown in the Needs Assessment Overview tab.

Demographics Strengths

During the 2021-2022 school year, Navarro earned a distinction in the area of ELA/Reading. The campus continues to see a significant increase in reading over math in regard to accountability.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In 2023, African Americans and Pacific Islanders struggled to demonstrate adequate student achievement and academic growth on the STAAR assessment. **Root Cause:** Poor differentiation and use of high-level questioning during Tier 1 instruction to challenge these students.

Student Achievement

Student Achievement Summary

As a result of testing scores during the 2017-2018 school year, Navarro Elementary went into Improvement Required and was labeled as a Comprehensive Campus. Navarro missed all 4 Indexes. In the 2019-2020 school year Navarro Elementary was labeled an "F" Campus with an overall score of 59. Navarro Elementary scored a 54 in Domain 1, a 62 in Domain 2, and a 59 in Domain 3 with no distinctions earned. Coming into the 2022-2023 school year, Navarro Elementary is now labeled a "B" campus with an overall score of 87. A campus distinction in the area of ELA/Reading was earned.

The following STAAR data shows how Navarro Elementary performed in 2022:

3rd Grade Reading

Overall: 72% approached, 42% meets and 21% masters.

- 3rd Grade Math

Overall: 62% approached, 23% meets and 9% masters.

- 4th Grade Reading

Overall: 80% approached, 53% meets and 23% masters.

- 4th Grade Math

Overall: 68% approached, 47% meets and 23% masters.

Student Achievement Strengths

During the 2021-2022 school year, Navarro Elementary saw a significant increase in reading and received a distinction in the area of ELA/Reading. The school saw a 28 point gain in overall accountability during the last school year as our score rose from a 59 to a 87.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In 2023, students scored lower than the previous year on the reading and math STAAR assessments. **Root Cause:** Unfilled teaching vacancy in 3rd grade, lack of knowledge and limited resources to prepare for the redesigned STAAR assessment, transition to an online STAAR assessment, and 3rd grade students showed a wider academic gap than their peers due to COVID.

School Culture and Climate

School Culture and Climate Summary

Navarro Elementary strives to create a culture and climate where all students are motivated to reach their fullest potential in regard to their academics, behavior, and leadership skills. Teachers are encouraged to create a safe, positive, and welcoming learning environment, build strong teacher/student relationships and be present not only on campus but within the district and community as well. To create and maintain our positive school culture, the leadership team determined that truly supporting staff and students is critical if we want our campus to be motivated in the aspects of teaching and learning. We will continue to recognize staff and students each month, provide positive office referrals, phone calls, and shoutouts for students, and spotlight staff members. A bulletin board display has been created in the office area to recognize our spotlighted staff and students each month as well.

School Culture and Climate Strengths

Setting a shared vision of "Reigniting the Dream" for teaching and learning and consistently communicating the key strategies to successfully implement this vision has significantly improved Navarro Elementary's campus culture and climate. We are continuing to build upon and improve the House system in order to support every student and staff member on our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Surveys and stay interviews will be conducted throughout the school year. Campus administration will meet and converse with staff regularly to support and determine their specific needs; "temperature checks" of staff will be conducted consistently.

The Campus Leadership Team and potential team members will conduct interviews/conversations with potential candidates using the established expectations and Interview protocol.

Staff Quality, Recruitment, and Retention Strengths

A joint effort between campus administration and Central Office has yielded high-quality teachers in a majority of our classrooms at Navarro Elementary. All of our testing grade classrooms are filled with teachers who are highly qualified and passionate about their profession.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Over the last ten years, Navarro has struggled to retain and recruit high quality candidates for hire. **Root Cause:** The high poverty, diverse student population, and high campus turnover rate has deterred candidates for hire as well as influenced the likelihood of high quality teachers transferring away from the school. Our district is located in a rural area of Texas and attracting high quality candidates is minimal to the districts needs in filling key teacher vacancies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers are continuing to implement SE posters and "We will and I Will" statements. We are continuing to grow as educators by implementing the Fundamental 5 strategies. There will continue to be a strong focus on alignment between the SE and the independent student assignments. Continued practice of small group instruction is necessary to reach each student's fullest potential. Teachers will continue to use BOY, MOY, and EOY MAP data, Texas KEA for Kindergarten, ORF testing results, and Progress Learning for K-4. Additional resources used for instruction and assessment are: unit tests, benchmark tests, Fast Focus/TEKS-specific assignments in math and reading, Scholastic Literacy Library, HMH, Saxon Phonics (K-2), and STEMScopes. PLCs have been formed with specific focuses on instructional needs based on classroom walkthroughs and observations as well as conversations with teachers.

Curriculum, Instruction, and Assessment Strengths

Teachers are planning focused and engaging lessons in all academic areas. Teachers are continuing to adjust HMH materials as well as the new STEMscopes adoption that aligns with state standards. All teachers in K-2 have been trained in CLI Engage testing system mandated by the state. During "Back to School" professional development, all teachers were trained in integrating all curriculum resources into Canvas and the learning environment as a whole.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: In 2019, only 59% of students met standard in reading, math, and writing on the current STAAR assessment. **Root Cause:** Lack of alignment with student expectation, instructional design, with an emphasis on differentiation, level of rigor, and delivery.

Parent and Community Engagement

Parent and Community Engagement Summary

A continued increase in family involvement is an ongoing goal for Navarro Elementary. We will continue the following means of communication: monthly campus newsletters (paper and digital), Class Dojo, FaceBook, School Website, etc. A survey will be given every semester for improvement feedback on family involvement. We will continue our Fine Arts performances, such as Veteran's Day, Winter Break Program, Black History Month Program, Texas History Month Program, and Cinco De Mayo, in an effort to continue promoting parent, teacher, and community involvement through in-person and digital presentations. As of January 2017, Grace Community Church, Mt. Pleasant Methodist Church, and HEB adopted Navarro Elementary as partners in the community. This year, we have completed the necessary information to partner with Walmart and the Rise program. We have also partnered with Second Mission Baptist Church. We look forward to an increase in community involvement with the school.

Parent and Community Engagement Strengths

All organizations continue to provide gifts to teachers and students. PTO has elected new officers for the 2022-2023 school year and they have agreed to continue supplying items for the Class Dojo store and our campus.

School Context and Organization

School Context and Organization Summary

School Organization and Context was analyzed and noted in the details of the Needs Assessment Overview tab.

Technology

Technology Summary

Navarro Elementary received an upgrade during the Spring and Summer of 2018 which included new teacher computers and new laptops in 2020, two new student computers (replacing the old computers), and new Clear Smart Panels for every classroom. During a meeting with Technology, Mr. Avellaneda allotted 30 used teacher computers as a third computer in the classroom, 92 iPads for K-2, two carts of 22 laptops for 3rd grade, and three carts of 22 for fourth grade. Students are also using technology programs such as Moby Max, Progress Learning, Summit K12, and Flashlight Learning. Teachers are utilizing technology to impact instruction by using their Smart Panels, document cameras, teacher computers, and clickers. 12 Moby Tablets were purchased previously with Comprehensive funds in order to place our teachers in the Power Zone. During the course of the Pandemic, Mrs. Howell, Executive Director of Innovations and Technology, secured grants and funding to move all students to a one-to-one setting on Elementary campuses. By the end of the 2020-2021 school year, Navarro Elementary was completely one-to-one with a focus on Canvas being integrated into the classroom structure for all students. Student and teacher devices are updated and replaced as needed. Devices are added each year to meet the needs of students and teachers. In 2022-2023, Navarro Elementary continues to focus on the Canvas integration as well as providing students with a balance of "plugged" and "unplugged" activities in the learning environment to adequately prepare students for online classroom and state assessments as well as the technological demands of society.

Technology Strengths

All classrooms have a smart panel, student computers, laptop or iPad carts which include a class set of devices, and document cameras that function. Every third and fourth grade teacher has access to Moby Tablets for use in their classrooms.

Priority Problem Statements

Problem Statement 1: In 2023, African Americans and Pacific Islanders struggled to demonstrate adequate student achievement and academic growth on the STAAR assessment.

Root Cause 1: Poor differentiation and use of high-level questioning during Tier 1 instruction to challenge these students.

Problem Statement 1 Areas: Demographics

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
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Section 504 data

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Navarro Elementary will meet or exceed all state and federal standards for academic excellence.

Performance Objective 1: In the 2023-2024 school year, all students will be actively engaged in small-group instruction that will increase their academic competency across all subject areas.

High Priority

- Evaluation Data Sources:**
1. Walk-throughs and Observations
 2. Lesson Plans
 3. Student DMAC Data
 4. Report Card Grades
 5. Student Confidential Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Training will occur in small group instruction and curriculum alignment.</p> <p>Strategy's Expected Result/Impact: Small group instruction and student work in each classroom is meaningful and directly aligned with the grade-level curriculum.</p> <p>Staff Responsible for Monitoring: Campus Administration & DCSIs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Curriculum alignment training and materials - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC Sessions will foster collaboration to support student achievement.</p> <p>Strategy's Expected Result/Impact: Newly developed ideas, instructional strategies, interventions, incentives, and systems will be put in place for the success of all students and teachers.</p> <p>Staff Responsible for Monitoring: Campus Administration & DCSIs.</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: 3. Continue training on the use of SE postings as interactive instructional tools.</p> <p>Strategy's Expected Result/Impact: Students will have a solid understanding of their learning goal for the day and what is expected of them in the learning process.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: Poster Maker ink an paper - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: 4. RTI Interventions will be put in place as prescribed by the district RTI guidelines based on the needs of the campus and students.</p> <p>Strategy's Expected Result/Impact: Students will work intensively with their interventionist or teacher on specific skills to close the learning gaps in conjunction with using adaptive curriculum.</p> <p>Staff Responsible for Monitoring: Campus Interventionists Campus Administration, District's C&I Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention - 199 comp Ed. - \$300</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: Navarro Elementary will meet or exceed all state and federal standards for academic excellence.





Performance Objective 2: In 2024, 3rd and 4th grade students will increase 10% on overall student achievement on the STAAR for all tested areas. (Quarter 4 Objective)

High Priority

HB3 Goal

Evaluation Data Sources: 1. STAAR Results
2. Student Confidential Results

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. 100% of assessment results, including universal screening from MAP, Texas KEA, MAP ORF, Progress Learning, and common assessments, will be utilized and analyzed by grade levels in a systematic manner approved by campus administration and the grade level team.</p> <p>Strategy's Expected Result/Impact: Teachers and additional instructional staff will track and analyze the student data to drive instructional needs of students based on grade level preference approved by campus administration.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: - 199 comp Ed. - 199-11-6399-00-102-8-30-1-00 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 2. Collaborative Planning will include a focus on strategies that target explicit reading instruction.</p> <p>Strategy's Expected Result/Impact: Reading instruction in every class will include specific strategies and foundational skills used with students to enhance the learning experience which will increase student reading levels and overall comprehension in reading.</p> <p>Staff Responsible for Monitoring: Campus Grade Level Team Leaders and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: 3. Continued embedded professional development will be delivered on the use of data and using this data to drive daily instruction as well as interventions.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the data analysis skills learned during professional development sessions to drive their instructional planning for intervention time and reteach opportunities, resulting in higher student success rates.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: 4. Teachers will model how data, small group instruction, and curriculum alignment has impacted instruction during PLC sessions.</p> <p>Strategy's Expected Result/Impact: Teachers will work collaboratively to ensure vertical alignment among classrooms in grades K-4. Teachers will also identify strengths and weaknesses of the campus to continually improve instructional delivery and lesson planning.</p> <p>Staff Responsible for Monitoring: Grade Level Teams and Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: Navarro Elementary will meet or exceed all state and federal standards for academic excellence.





Performance Objective 3: In 2024, Navarro will meet the targets in reading and math in Academic Achievement and English Language Proficiency Status in Domain 3. (Quarter 4 Objective)

High Priority

HB3 Goal

- Evaluation Data Sources:**
1. STAAR Results
 2. Walk-Throughs
 3. Lesson Plans
 4. Student DMAC Data
 5. Report Card Grades
 6. Student Confidential Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: TEPAS and ELPS training for certified teachers.</p> <p>Strategy's Expected Result/Impact: During the training teachers will analyze specific ELPS that need to be spiraled into the second semester of teaching and identify overall strengths and weakness among each grade level and campus wide. This analysis will result in adjustments with second semester lesson planning and instruction to close learning gaps for all EL students.</p> <p>Staff Responsible for Monitoring: Grade Level Team Leaders, Director of Bilingual and ESL Support, and Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: ELPS Books - 199 ESL - \$200</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 2. Professional development will focus on data, writing, campus wide PLCs, Tiger Time, Leveled Campus Support for lesson planning and calibration and adjusting instructional strategies to meet the students needs.</p> <p>Strategy's Expected Result/Impact: Teachers will implement the data analysis skills learned during professional development sessions to drive their instructional planning for intervention time, small group instruction, and reteach opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administration and the District Curriculum Team</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: 3. Tiger Time will provide maximum number of people to assist every student in the grade level daily.</p> <p>Strategy's Expected Result/Impact: Student's MAP, MAP ORF, Texas KEA, Progress Learning, and DMAC scores will increase with the mastery of skill gaps.</p> <p>Staff Responsible for Monitoring: Campus Interventionists and Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Goal 1: Navarro Elementary will meet or exceed all state and federal standards for academic excellence.

Performance Objective 4: The percentage of 3rd grade students who score "Meets" grade level or "Above" grade level on STAAR Reading will increase from 46% to 50% and on STAAR Math will increase from 37% to 44% by June 2024.

HB3 Goal

- Evaluation Data Sources:**
1. STAAR Reading and Math Assessment
 2. BOY, MOY, and EOY Universal Screeners
 3. State Accountability Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd grade literacy and mathematical proficiency through focused implementation of the RTI process based on student needs, oral and computational practice, and monitoring using District approved programs (Progress Learning Reading & Math, CLI Engage- TX KEA, MAP ORF), and tier one instruction aligned to the TEKS and district adopted curriculum.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students who score "Meets" grade level or "Above" grade level on STAAR Reading will increase from 46% to 50% and on STAAR Math will increase from 37% to 44% by June 2024. Continued annual growth will achieve the campus goal.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
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Goal 1: Navarro Elementary will meet or exceed all state and federal standards for academic excellence.

Performance Objective 5: In the 2023-2024 school year, all students will demonstrate a year's growth as reflected by BOY, MOY, and EOY universal screeners and STAAR assessment scores.

High Priority

- Evaluation Data Sources:** 1. Data from Universal Screeners
2. STAAR Results





Strategy 1 Details	Reviews			
<p>Strategy 1: All students will demonstrate a year's growth in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Students in each grade level (K-4) will demonstrate at least one year of growth in reading and math.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: A vital partnership will be created among home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Improve and increase partnerships with parents, community organizations, and businesses.

Evaluation Data Sources: Campus Administration, Counselors, Classroom Teachers, Parents, Community Organizations, and PTO

Strategy 1 Details	Reviews			
<p>Strategy 1: Host campus events, Fall Festival, Book Fairs, and Parent University Nights using a virtual format and in-person formats to increase parent and community involvement.</p> <p>Strategy's Expected Result/Impact: An increase in parental involvement and improved relationships with all stakeholders at Navarro Elementary.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers, and Campus Leadership Team</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Supplies and incentives - 211 Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Navarro Elementary will host Parent University Nights and utilize Parent/Teacher Conferences to encourage communication with teachers on learning expectations and requirements by the school, district and state.</p> <p>Strategy's Expected Result/Impact: Increase the knowledge base of parents concerning their child's education and what happens within the walls of Navarro Elementary.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team, and Classroom Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Incentives - 211 Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly utilize the school's social media outlets (Facebook, Twitter, Remind, Class Dojo, Microsoft Forms, Survey Monkey) on a daily basis and School/Parent communication letters sent home monthly with electronic options offered as well.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement in relations to growing productive students, parents and school personnel.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team, PTO</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Colored Ink and Paper - 211 Title I - \$450</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 3: Navarro Elementary will provide a safe, secure, healthy, and welcoming environment that promotes and enhances student learning.

Performance Objective 1: All students and staff will feel safe, secure, welcomed, and cared for at Navarro Elementary. Safety and emergency protocols and procedures are in place and all campus operational plans and handbooks will be available to all parents and staff upon request.

Evaluation Data Sources: Campus Administration, Campus Leadership Team, Campus Employees, and Campus Officer





Strategy 1 Details	Reviews			
<p>Strategy 1: Acknowledgement and recognition of positive character traits by implementing Navarro's House System. Students and staff receiving awards will be acknowledged weekly and monthly.</p> <p>Strategy's Expected Result/Impact: Students will exhibit positive qualities and behaviors in all areas of the school. Campus office referrals will decrease and time on task in the classroom will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team, Classroom Teachers, mentors, and volunteers.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Emergency Plans are updated by Campus Administration and all students and staff will participate in regularly scheduled drills as prescribed by the districts safety plan.</p> <p>Strategy's Expected Result/Impact: Students will respond accurately to the correct Safety procedures consistently during drills and campus emergencies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Employees, School Officer, and CISD's Chief of Police</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Positive Behavior Interventions and Strategies are used on campus to promote positive behavior choices, incentives, and reinforcement of student expectations.</p> <p>Strategy's Expected Result/Impact: Students will consistently model appropriate behaviors in all areas of the school.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, and PTO</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Incentives - 199 comp Ed. - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Navarro Elementary will provide a safe, secure, healthy, and welcoming environment that promotes and enhances student learning.

Performance Objective 2: All campus staff will empower students by not only greeting and welcoming students when they arrive on campus but committing to connecting with students to build healthy relationships.

Evaluation Data Sources: Campus Administration, Campus Leadership Team, Campus Employees, and Campus Officer

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus staff will greet and welcome students and commit to building strong student/teacher relationships.</p> <p>Strategy's Expected Result/Impact: Greeting and making students feel welcome as well as building relationships sets a positive tone for the learning and campus environment, promotes a sense of belonging, boosts student academic engagement, and reduces disruptive behavior.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team, Campus Employees, and Campus Officer</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Training will occur in small group instruction and curriculum alignment.
1	1	2	PLC Sessions will foster collaboration to support student achievement.
1	3	3	3. Tiger Time will provide maximum number of people to assist every student in the grade level daily.
1	4	1	Increase 3rd grade literacy and mathematical proficiency through focused implementation of the RTI process based on student needs, oral and computational practice, and monitoring using District approved programs (Progress Learning Reading & Math, CLI Engage- TX KEA, MAP ORF), and tier one instruction aligned to the TEKS and district adopted curriculum.
2	1	1	Host campus events, Fall Festival, Book Fairs, and Parent University Nights using a virtual format and in-person formats to increase parent and community involvement.
2	1	2	Navarro Elementary will host Parent University Nights and utilize Parent/Teacher Conferences to encourage communication with teachers on learning expectations and requirements by the school, district and state.
2	1	3	Regularly utilize the school's social media outlets (Facebook, Twitter, Remind, Class Dojo, Microsoft Forms, Survey Monkey) on a daily basis and School/Parent communication letters sent home monthly with electronic options offered as well.
3	1	1	Acknowledgement and recognition of positive character traits by implementing Navarro's House System. Students and staff receiving awards will be acknowledged weekly and monthly.
3	1	2	Campus Emergency Plans are updated by Campus Administration and all students and staff will participate in regularly scheduled drills as prescribed by the districts safety plan.
3	1	3	Positive Behavior Interventions and Strategies are used on campus to promote positive behavior choices, incentives, and reinforcement of student expectations.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1. Training will occur in small group instruction and curriculum alignment.
1	1	2	PLC Sessions will foster collaboration to support student achievement.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	3	3. Tiger Time will provide maximum number of people to assist every student in the grade level daily.
2	1	2	Navarro Elementary will host Parent University Nights and utilize Parent/Teacher Conferences to encourage communication with teachers on learning expectations and requirements by the school, district and state.
2	1	3	Regularly utilize the school's social media outlets (Facebook, Twitter, Remind, Class Dojo, Microsoft Forms, Survey Monkey) on a daily basis and School/Parent communication letters sent home monthly with electronic options offered as well.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristie Melton	Interventionist	Response to Intervention	1

Plan Notes

Navarro Elementary Improvement Plan and Needs Assessment for identified Federal Priority campuses is aligned to the Plan4Learning Navarro Improvement Plan.

Campus Funding Summary

199 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ELPS Books		\$200.00
Sub-Total					\$200.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum alignment training and materials		\$0.00
1	1	3	Poster Maker ink an paper		\$500.00
2	1	1	Supplies and incentives		\$1,000.00
2	1	2	Incentives		\$1,000.00
2	1	3	Colored Ink and Paper		\$450.00
Sub-Total					\$2,950.00
199 comp Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intervention		\$300.00
1	2	1		199-11-6399-00-102-8-30-1-00	\$1,500.00
3	1	3	Incentives		\$1,500.00
Sub-Total					\$3,300.00