

Corsicana Independent School District

2021-2022 Navarro Campus Improvement Plan



Mission Statement

In partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging 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 changing society.

Value Statement

Navarro Elementary will support Corsicana ISD's Mission and Vision through Grit, Perseverance, and Passion.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Navarro Elementary serves Kindergarten-Fourth Grades and has an enrollment of 593 students. 91.39% are economically disadvantaged, 49.91% are Hispanic, 14.97% Afro-American, 22.55%, 17.38% Special Education and we have an "At-Risk" rate of 66.09%. Navarro Elementary hosts the district's Life Skills classes for grades K-4 (7 classrooms). Navarro also hosts all elementary students residing at Independence Farm Residential Treatment Facility. This data was used to help create the Needs Assessment as shown in the Needs Assessment Overview tab.

Demographics Strengths

During the 2020-2021 school year Navarro earned all points in accountability for TELPAS for the first time in school history. The school saw a gain in reading over math in accountability during last school year. Due to the COVID-19 Pandemic Virtual Learning and school closures the state of Texas waived the accountability measures for the 20-21 administration of STAAR.

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. Coming into 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.

The following STAAR data shows how Navarro Elementary performed in 2019:

3rd Grade Reading

Overall: 52% approached, 18% meets and 9% masters.

• 3rd Grade Math

Overall: 52% approached, 18% meets and 5% masters.

• 4th Grade Reading

Overall: 53% approached, 22% meets and 8% masters.

• 4th Grade Math

Overall: 65% approached, 36% meets and 10% masters.

• 4th Grade Writing

Overall: 41% approached, 8% meets and 1% masters.

Due to the Global Pandemic of COVID-19 and school closures in the United States, no state assessments were given per Governor Abbott and TEA Commissioner Mr. Marath.

Student Achievement Strengths

During the 2018-2019 school year Navarro's Special Education population was the only subgroup to earn points in accountability. The school saw a ten percentage point gain in overall accountability during last school year as the score rose from a 49 to a 59. Student growth was a 62 in Domain 2. Due to the Global Pandemic of COVID-19 and school closures in the United States, no state assessments were given per Governor Abbott and TEA Commissioner Mr. Marath.

School Culture and Climate

School Culture and Climate Summary

Navarro Elementary strives to create a culture where all students can reach their fullest potential with their academics, behavior, and leadership skills. Teachers are encouraged to serve in numerous leadership roles on campus and throughout the district. To create and maintain our positive school culture, the leadership team determined that changing our approach to our PBIS campus wide strategies is critical if we want our students to be motivated more intrinsically rather than extrinsically. We will continue to recognize House Members each month, , provide positive office referrals for students, and shout-outs to staff members. A bulletin board display has been created in the office area to recognize our featured House members and students each month as well.

School Culture and Climate Strengths

The bulletin boards will showcase student and staff achievement and House Members of the Month selections have been instrumental in improving Navarro's culture and climate. In addition, we have created a House System within the school to support every student and staff member on campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Last school year we implemented an end-of-year survey for each teacher that included teaching preference for the following school year, professional development needs/requests, committees they would like to serve on or start, and any other additional information for continuous improvement. We will continue that survey again this school year. Team leader on each grade level, Champion Mentor Program, Team Teaching opportunities, professional development geared towards new teachers and veteran teachers will continue and the addition of established PBIS committee leaders. The leadership team will convene for interviews of viable candidates meeting the teams expectations and present them to the appropriate teams for consideration. Following the Interview protocol established during the 2019-2020 School year, all candidates will be screened in the same manner.

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 craft.

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 of alignment between the SE and the independent student assignments. Continued practice implementing Guided Reading is necessary to reach full potential. Teachers continue to use iStation Data and Moby Max data in the classroom in conjunction with Texas KEA for Kindergarten, TPRI for 1st & 2nd grade, and Education Galaxy for K-4. Additional resources used for instruction and assessment are: unit tests, benchmark tests, Motivation Assignments in math and reading, Scholastic Literacy Library, and ABECEDARIAN ABC. PLCs have been formed with specific focuses on vocabulary development, writing integration for vertical alignment, reading PLC with chapter books dedicated to each grade level, lesson planning and a math fact fluency focus for each grade. Additional PLCs have been created to meet the needs of Dropout Prevention & Motivation, Parent & Community Engagement, and Health & Wellness.

Curriculum, Instruction, and Assessment Strengths

Teachers are planning focused and engaging lessons in all academic areas. Teachers are adjusting to the newly adopted HMH materials that aligns with the new TEKS for this school year. 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.

Parent and Community Engagement

Parent and Community Engagement Summary

Continued increase in family involvement is an ongoing goal for Navarro Elementary. We will continue the following means of communication: monthly campus newsletters, Class Dojo, Face Book, School Website, etc. A survey will be given every nine week reporting period 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 PTO involvement through digital presentations. As of January 2017, Grace Community Church and Mt Pleasant Methodist Church, and HEB adopted Navarro Elementary as partners in the community. 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 re-elected the same officers for the 2020-2021 school year and they have agreed to continue supplying items for the Dream Store and our school.

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 our first 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 iStation, Moby Max, Education Galaxy and Imagine Learning. Teachers are utilizing technology to impact instruction by using their Smart Panels, document cameras, teacher computers, and clickers. 12 Moby Tablets were purchased last year with Comprehensive funds in order to place our teachers in the power-zone. During the course of our Pandemic, Mrs. Howell, Executive Director of Innovations and Technology, secured grants and funding to move all student to a one-to-one setting on Elementary campuses. By the end of the 2020-2021 school year, Navarro Elementary will be completely one-to-one with a focus on Canvas being integrated into the classroom structure for all students.

Technology Strengths

Every classroom has a smart panel, three student computers and document cameras that function. Every Third and fourth grade teacher has a Moby Tablet to use in their classrooms. Every student will have a laptop for use at school and home by the end of the 2020-2021 school year and each teacher has a laptop to develop virtual lessons.

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.
- Covid-19 Factors and/or waivers

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 Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- 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

- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: In the 2021-2022 school year, all students will be actively engaged in rigorous instruction that will develop a deeper understanding of the TEKS objectives and a higher level of thinking.

Targeted or ESF High Priority

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

Strategy 1 Details
<p>Strategy 1: 1. Training will occur in curriculum alignment.</p> <p>Strategy's Expected Result/Impact: Instructional delivery and student work in each classroom is directly aligned with the grade level curriculum.</p> <p>Staff Responsible for Monitoring: Campus Administration & DCSIs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: PLC Sessions will incorporate three types of practices, "At Bats", Data Desegregation, and Instructional Learning Walks with teachers.</p> <p>Strategy's Expected Result/Impact: Newly developed ideas, 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>
Strategy 3 Details
<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>Comprehensive Support Strategy</p>

Strategy 4 Details

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.

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.

Staff Responsible for Monitoring: Campus Interventionists Campus Administration, District's C&I Team

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

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

Performance Objective 2: In 2022, 3rd and 4th grade students will increase 10% on overall student achievement and in individual student growth measures on the STAAR for all tested areas. (Quarter 4 Objective)

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details

Strategy 1: 1. 100% of assessment results, including universal screening from Texas KEA, TPRI and Education Galaxy, Istation and common assessments, will be utilized and analyzed by grade levels in a systematic manner approved by campus administration and the grade level team.

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.

Staff Responsible for Monitoring: Campus Administration

Schoolwide and Targeted Assisted Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**

Strategy 2 Details

Strategy 2: 2. Collaborative Planning will include a focus on strategies that target explicit reading instruction.

Strategy's Expected Result/Impact: Reading instruction in every class will include specific strategies used with students to enhance the learning experience which will increase student DRA levels and overall comprehension in reading.

Staff Responsible for Monitoring: Campus Grade Level Team Leaders and Campus Administration

Comprehensive Support Strategy

Strategy 3 Details

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.

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.

Staff Responsible for Monitoring: Campus Administration

Comprehensive Support Strategy

Strategy 4 Details

Strategy 4: 4. Teachers will model how data and curriculum alignment has impacted instruction during PLC sessions.

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.

Staff Responsible for Monitoring: PLC Facilitators and Campus Administration

Comprehensive Support Strategy

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

Performance Objective 3: In 2022, Navarro will meet the targets in reading and math in Academic Achievement, Growth, and English Language Proficiency Status in Domain 3. (Quarter 4 Objective)

Targeted or ESF 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

Strategy 1: TELPAS and ELPS training for certified teachers.

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.

Staff Responsible for Monitoring: Grade Level Team Leaders, Director of Bilingual and ESL Support, and Campus Administration

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - **Comprehensive Support Strategy**

Strategy 2 Details

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.

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.

Staff Responsible for Monitoring: Campus Administration and the District Curriculum Team

Comprehensive Support Strategy

Strategy 3 Details

Strategy 3: 3. Tiger Time will provide maximum number of people to assist every student in the grade level daily.

Strategy's Expected Result/Impact: Student's IStation, Moby Max, DRA, and DMAC scores will increase with the mastery of skill gaps.

Staff Responsible for Monitoring: Campus Interventionists and Campus Administration

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support**

Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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

Performance Objective 4: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 18% to 38% and on STAAR Math will increase from 20% to 36% by June 2024

HB3 Goal

Evaluation Data Sources: STAAR Reading and Math Assessment, TAPR, Stat Accountability Data

Strategy 1 Details

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 (Istation Reading & Math, Education Galaxy Reading & Math, CLI Engage- TX KEA & TPRI), and tier one instruction aligned to the TEKS and district adopted curriculum.

Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 18% to 23% and on STAAR Math will increase from 20% to 24% by June 2021. Continued annual growth will achieve the campus goal.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, and classroom Teachers

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability**

Goal 2: A Vital partnership will be created among home, school, and community, one that begins during the preschool years , is strengthen 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
<p>Strategy 1: Host Navarro's Open House, Fall Festival, Book Fairs, and Parent University Nights using a virtual format and modified in person format due to COVID-19.</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>Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: Navarro will host a Parent University Night(per 9 weeks) 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>Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>
Strategy 3 Details
<p>Strategy 3: Regularly utilize the school's social media outlets (Facebook, Twitter, Remind, Class Dojo, Survey Monkey) on a daily basis and School/Parent communication letters sent home monthly.</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>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability</p>

Goal 3: Navarro Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: All students and staff will feel safe, valued, and cared for at Navarro Elementary. COVID-19 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
<p>Strategy 1: Acknowledgement and recognition of positive character traits by implementing Navarro's House System. Students receiving awards will be acknowledged every month.</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, and mentor for each program.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p>
Strategy 2 Details
<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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Results Driven Accountability</p>
Strategy 3 Details
<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, Incentive Committee, and PTO</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Results Driven Accountability</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Navarro Elementary serves Kindergarten-Fourth Grades and has an enrollment of 531 students. 90.2% are economically disadvantaged, 31.2% are English Learners, and we have a mobility rate of 29.2%. Navarro Elementary hosts the district's Life Skills classes for grades 1-4 during 2019-2020. At the beginning of the 2020-2021 our school houses 594 students including our Life Skills classes which now ranges from K-4 and our district's G/T program. Navarro also hosts all elementary students residing at Independence Farm Residential Treatment Facility. This data was used to help create the Needs Assessment as shown in the Needs Assessment Overview tab.

During the 2018-2019 school year Navarro's Special Education population was the only subgroup to earn points in accountability. The school saw a ten percentage point gain in overall accountability during last school year as the score rose from a 49 to a 59. Student growth was a 62 in Domain 2. Due to the COVID-19 global pandemic, the STAAR test was waived for the 2019-2020 school year and no data was collected.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with campus administration as well as the Campus Leadership Team and approved by the PTO.

2.2: Regular monitoring and revision

This plan will be in effect for the 2020-2021 school year and will be discussed and updated as needed. The campus Leadership Team (CLT) will meet monthly to discuss progress and adjustments needed in order to effectively impact student achievement.

2.3: Available to parents and community in an understandable format and language

A copy of the Campus Improvement Plan is on file and available to parents of the school in the front office. Parent may request a copy upon asking. Mrs. Alanis is available for translations daily when and if a Spanish speaking parent needs the assistance.

2.4: Opportunities for all children to meet State standards

Students in all grade levels from Kindergarten to Fourth grade will be included in Tiger Time daily for interventions and enrichment within their classrooms. Our RtI program will also meet as required by district guidelines to ensure that we are meeting the needs of each individual student in our school. Programs such as Moby Max, Istation, Education Galaxy, Epic, K-12 Summit, Texas KEA and TPRI are also used to enrich each demographics represented in our school.

2.5: Increased learning time and well-rounded education

The master schedule was developed by the campus administration and CLT to maximize student learning in all grade level. The committee utilized the needs of each grade level to ensure that time on task and the learning environment was age appropriate and educationally appropriate for all students. Third and fourth grade schedule was designed with an end in

mind. All of their content was scheduled to occur before their lunch time with Tiger Time and Electives occurring after lunch. Kindergarten and First grade's schedule was designed based on attention span and breaking up the day with the exception of the ELAR block. The Second Grade Schedule was carved out based on the needs of Dyslexia, and other programs. Teacher assignments were taken into consideration on the expertise of the teacher and the needs of each grade level team.

2.6: Address needs of all students, particularly at-risk

Navarro has implemented its House System as a way of increasing student achievement, closer relationships, and positive incentives for all students. In our House System, every 10 students will have an adult outside of their classroom teacher. Students participate and earn points for attendance, positive behavior, House Challenges and their Class Dojo. Class Dojo is our main effort in building character, communicating with parents, and keeping records for behavior. All teachers are immersed in trainings that target all demographics.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed in conjunction with the CLT and PTO for the 2020-2021 school year. A brochure and flyer was developed for distribution to highlight the points in the letter.

3.2: Offer flexible number of parent involvement meetings

Every semester Navarro will host a Parent University Night. These nights are strategically staggered throughout the year with a virtual format due to COVID-19 for increased parent involvement. Navarro will host an Open House, Parent Teacher Conference upon request from teacher, parent, and/or campus administration by phone, ZOOM, or in person. Navarro will also host the following programs as well: Fall Festival, Veteran's Day Program, Winter Program, "Special Someone Video" in February, A "Night with the STAARS" in April, Field Day, and an Award's Day Program using CDC and Local Health Agencies mandates.