Lockhart Independent School District

Navarro Elementary

2018-2019 Campus Improvement Plan

Mission Statement

Navarro Elementary will create strong, positive, and productive members of society by encouraging, supporting, and challenging all students to achieve excellence.

Vision

Navarro Elementary students will be actively engaged and offered opportunities that will guide them to achieve to their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Navarro Elementary building is 45 years old. In 1973, it was named Lockhart Intermediate School and it housed all 4th, 5th and 6th grades in Lockhart ISD. In 2000, Lockhart Intermediate changed it's name to Navarro Elementary and it housed 1st through 5th graders. In 2016, Kindergarten was added to the campus. September 2018 enrollment data shows that 519 students are enrolled at the campus. We serves students that live south of Hwy 20 in town, McMahan, Delhi, and Dale students.

Navarro Elementary School serves 519 students in grades K-5, and there are 9 bus routes that serve the school.

- 65% of our students are Hispanic
- 29% of our students are White
- 5% of our students are African-American
- 71% of our students are Economically Disadvantaged
- 22% of our students are English Language Learners
- 15.8% Mobility Rate

Demographics Strengths

At Navarro Elementary, we have students from diverse backgrounds that helps to strengthen our learning environment through the sharing of personal experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Navarro students are not "mastering" the state assessment. **Root Cause**: Intervention plans have been focused on the below average students.

Problem Statement 2: Navarro Elementary ended the year with a 95.6 % attendance rate, which is 1.4% below the district expectations.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards in all state accountability areas. For the 2017-2018 school year, Navarro Elementary Met Standard.

Navarro's Overall Score - 71%

Student Achievement - Navarro Elementary score: 62%

Student Progress - Navarro Elementary School score: 74%

Closing Performance Gaps - Navarro Elementary score: 64%

The scores result in Navarro Elementary receiving a 2018 Texas Accountability Met Standard rating.

On the 2017 STAAR, the following scores for all grades show the percentage at Approaching Standard or Above:

- Reading Scores: 3rd - 49%, 4th -57%, 5th -74%
- Math Scores: 3rd - 63%, 4th -61%, 5th -91%
- Writing - 50%
- Science - 72%

Student Academic Achievement Strengths

Navarro Elementary is proud of many different student achievements strengths including:

1. STAAR scores for our cohort of students increased in Math and Reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR met standard percentage but passing rates are not as high as they have been in previous years.

Problem Statement 2: The bilingual program was added to Navarro Elementary and this group of students has not performed well on their STAAR tests in

previous years.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instruction focus at Navarro Elementary is guided by the district's TEKS Resource System and the results of the district checkpoint assessments. The TEKS RS provides a scope and sequence as a timeline for teachers to guide classroom instruction that ensures students are mastering the required grade level standards.Teachers collaborate during their Professional Learning Community meetings to discuss what they will teach, how they will teach it and the framework of their lesson plans. Teachers also meet weekly to discuss data and reteach/extension activities.

Kindergarten through 5th grade will use Istation for reading to support individualized learning. Also, Kindergarten through 5th grade will use Dreambox for math to support indvidualized learning. Data from the computer adaptive program will provide data to impact small group instruction. Students at Navarro Elementary will also use the AR reading program to increase reading comprehension skills. Approximately every 3 weeks, district checkpoints will be provided to the teachers to help track student growth. Monitoring conferences will be held every 9 weeks with administration and instructional coach. Teachers are required to do Guided Reading with students on a daily basis.

Navarro Elementary will continue to use TBRI (Trust Based Relational Intervention) strategies. TBRI s an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. It addresses physical needs, attachment needs, and fear-based behaviors. The heart of TBRI is connection.

We are also continuing PBIS (Positive Behavioral Intervention and Support) strategies to help teachers to develop interventions that help students achieve as much success on an academic, social and emotional basis. This proactive, evidence-based approach focuses on encouraging positive behavior in students through use of a reward system and positive reinforcement.

School Processes & Programs Strengths

Navarro Elementary has identified the following strenths:

1. Teacher's weekly PLC meetings to address student needs and successes.

2. The master schedule maximizes the amount of time spent on instruction.

3. Istation and Dreambox administration and monitoring for all K-5 students.

4. Progress monitoring conferences encourage collaboration between administration, instructional coach and teachers to plan for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More thanof Navarro Elementary students have high social/emotional needs.

Perceptions

Perceptions Summary

Navarro Elementary strives to build positive relationships with students and parents. We have increased our effort to ensure parent communication with weekly newsletters from teachers and monthly newsletters from the principal. Skyalert phone calls and emails are sent out to keep parents informed of important events or information. Navarro also uses social media to inform parents with Twitter and Facebook. We make every effort to communicate in both languages. Our teachers use remind 101 to communicate with parents. This year we are also making sure to make a positve contact with all parents during the first 8 days of school. PTO supports events on campus and has a Navarro PTO Facebook page.

Perceptions Strengths

Strengths for Navarro Elementary would include:

1. Parent communication is sent out in both English and Spanish.

2. A variety of family events including Veteran's Day Celebration, Math, Science, and Reading Nights, Science Fair, Marti Paw Celebration, Monthly Celebration Assembly, and End of Year Award's Ceremony.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2018-2019.

Performance Objective 1: During the 2018-2019 school year, 75% of the students in grades K-5 will make at least 1.5 years of growth in progress in reading.

Evaluation Data Source(s) 1: Istation reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.	Principal, Asst.Principal, Classroom teachers	Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. Administrator will monitor monthly Istation goals with 75% of the students will demonstrate 1.5 growth.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Students will meet weekly minute requirements on Istation reading. Teachers will use Istation data to conduct small group Istation lessons during focused instruction.	Principal, Asst. Principal, Classroom Teachers	Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes. Teachers will pull small groups/individuals for lessons for reteach. Administration will monitor student usage weekly.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the grade level checkpoint analysis form and turn into the principal.	Principal, Classroom teachers	Principals will monitor weekly lesson plans. Staff will electronically submit class checkpoint analysis forms to principal during PLC meetings. Teachers will use data to spiral and reteach TEKS not mastered. PLCs will be geared toward analysis of teaching, reteaching and assessment.				

Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.	Principal, Asst. Principal	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 5) Each classroom will set a monthly goal for the number of AR points to accomplish.	Principal, Classroom teachers	Students reading more will impact student reading growth. Student names will be displayed on the AR bulletin board. House points will be awarded based on attendance standings.				
Critical Success Factors CSF 5 6) Staff will invite parents to come to a Family Read In Night.	Asst. Principal, Principal, Dyslexia Teacher, Classroom Teacher	More parents will become involved with school events.				
	Funding Sources: 211 - Title I-A - 400.00					
✔ = Accomplished → = Continue/Modify ◐ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue						

Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2018-2019.

Performance Objective 1: During the 2018-2019 school year, 70% of the students in grades K-5 will make at least 1.5 years of progress in math.

Evaluation Data Source(s) 1: Istation reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge.	Principal, Asst. Principal, Classroom teachers	Administration will monitor lesson plans. Administration will conduct a minimum of 20 powerwalks per week per admin. Classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Students will meet weekly lesson requirements on math computer adaptive program.	Principal, Asst. Principal, Classroom teachers	Teachers will review weekly reports to ensure students are meeting their required weekly minutes. Teachers will assign lessons for reteach with small group/individuals. Administration will monitor student usage weekly.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the grade level checkpoint analysis form and turn into the principal.	Principal, Classroom teachers	Principal will monitor weekly lesson plans. Staff will submit grade level checkpoint analysis form to principal during their PLC meeting. Teachers will use data to spiral and reteach TEKS not mastered.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.	Principal, Asst. Principal	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 powerwalk data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognized and reinforce, and 15% usage of writing critically.				

Critical Success Factors CSF 5 5) We will provide a Math Night for parents to attend with their child.	Asst. Principal, Principal, RTI teacher, and Classroom Teachers	We will increase parent attendance at school events.				
	Funding Sources: 211 - Title I-A - 300.00					

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Goal 3: All students will make progress in writing in 2018-2019.

Performance Objective 1: We will increase all levels of performing Satisfactory on STAAR Writing scores by 10%. (60%,30%,13%)

    Evaluation Data Source(s) 1: STAAR reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will use TEKS Resource to build students writing skills. Students will speak and write in complete sentences across the curriculum	Principals, Asst. Principal, Classroom teachers	Every 9 weeks, student writing samples will be scored with the district writing rubric to assess growth. Teachers will assign lessons to support areas of need with small group and individuals.				
		Funding Sources: 199 - General Fund - 600.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 CSF 7 2) Teachers will meet once every 9 weeks during Data PLC's to analyze student writing samples.	Principal, Asst. Principal, Classroom teachers	Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) 4th grade teachers will attend Bill McDonald Revise and Editing Professional Development.	Principal, Classroom Teachers	Teachers will use the McDonald training in their lesson plans.				
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Teachers will provide checkpoint assessments during the Spring Semester.	Principal, Asst. Principal, Classroom Teacher	Students checkpoints will reflect gains from their prior STAAR score.				
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Goal 4: All Special Education and Bilingual students will increase their reading and math abilities.

Performance Objective 1: 70% of Special Education and Bilingual 3rd grade students will meet standard on Reading and Math STAAR. 4th and 5th grade Special Education and Bilingual cohort of students will increase by 10% on their growth measure.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) Special education teachers will meet with classroom teachers in PLC contribute to lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.	Principal, Asst. Principal, Special Education teachers	Administration will monitor weekly PLC meetings.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 2) Special education teachers maintain student monitoring forms and will attend monitoring conferences to review data from Istation and checkpoints every six weeks.	Principal, Assistant Principal, Special Education Teachers	Principal will monitor student progress on monitoring forms to ensure student growth. Special education teachers and general education teachers of special education students will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 3) Bilingual teachers will meet monthly to discuss LEP data and data from Istation and checkpoints, Review progress on language standards (ELPS) to help transition students.	Principal, Asst. Principal, Bilingual teachers	Monitoring bilingual student data will allow teachers to ensure student growth in reading and math. Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.				
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 5: Navarro Elementary will increase their average daily attendance rate for the 2018-2019.

Performance Objective 1: Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2018-2019 school year.

Evaluation Data Source(s) 1: ADA report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6	Principal, Asst. Principal, Registrar	Navarro's ADA will rise from 96.1% to meet or exceed our campus goal of 97%.				
1) We will be provided incentives for meeting short term attendance challenges. Students will be recognized for perfect attendance.	Funding Sources: 199 - General Fund - 1500.00					
Critical Success Factors CSF 1 CSF 4 CSF 6	Principal, Asst. Principal, Registrar	Navarro's ADA will rise from 96.1% to meet or exceed our campus goal of 97%.				
2) House teams will compete for monthly prizes for having the highest attendance percentage.	Funding Sources: 199 - General Fund - 400.00					
Critical Success Factors CSF 1 CSF 4 CSF 6	Principal, Asst. Principal, Registrar	Navarro's ADA will rise from 96.1% to meet or exceed our campus goal of 97%.				
3) Classrooms that receive 97% attendance for the week will be recognized and a star house will be displayed on the class door.	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 5	Asst. Principal, Principal	More parents will become involved in our parent events.				
4) Parent's will receive material that emphasizes the importance of school, attendance, and parent involvement.	Funding Sources: 211 - Title I-A - 1000.00					

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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.
1	1	2	Students will meet weekly minute requirements on Istation reading. Teachers will use Istation data to conduct small group Istation lessons during focused instruction.
1	1	3	Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the grade level checkpoint analysis form and turn into the principal.
1	1	4	The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.
1	1	5	Each classroom will set a monthly goal for the number of AR points to accomplish.
2	1	1	Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge.
2	1	2	Students will meet weekly lesson requirements on math computer adaptive program.
2	1	3	Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the grade level checkpoint analysis form and turn into the principal.
2	1	4	The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.
3	1	1	Teachers will use TEKS Resource to build students writing skills. Students will speak and write in complete sentences across the curriculum
3	1	2	Teachers will meet once every 9 weeks during Data PLC's to analyze student writing samples.
4	1	1	Special education teachers will meet with classroom teachers in PLC contribute to lesson plans that support classroom instruction, align with TEKS Resource, and student IEP goals.
4	1	2	Special education teachers maintain student monitoring forms and will attend monitoring conferences to review data from Istation and checkpoints every six weeks.
4	1	3	Bilingual teachers will meet monthly to discuss LEP data and data from Istation and checkpoints, Review progress on language standards (ELPS) to help transition students.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Arlis Flores	Counselor	Student Support	.5
Rhonda Till	Instructional Coach	Instruction	1
Tabitha Rich	Nurse	Student Support	.5

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Deanna Juarez	Principal
Parent	Katie Weber	Parent
Parent	Jessica Whitaker	Parent
Classroom Teacher	Isabel Aguilar	Bilingual Teacher
District-level Professional	Faith Pope	Director of Elem Educ.
Classroom Teacher	Leann Kelly	Kinder teacher
Classroom Teacher	Ashley Taylor	Special Education Teacher
Classroom Teacher	April Royal	Dyslexia Teacher
Classroom Teacher	Rhonda Till	RTI teacher
Classroom Teacher	Amanda Flournoy	1st grade teacher
Business Representative	Danielle Flores	Business
Community Representative	Angie Gonzales-Sanchez	Community
Community Representative	Cynthia Soliz-Ramirez	Community

October 19, 2018 12:34 pm

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			$600.00
5	1	1			$1,500.00
5	1	2			$400.00
5	1	3			$0.00
				Sub-Total	$2,500.00

211 - Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$400.00
2	1	5			$300.00
5	1	4			$1,000.00
				Sub-Total	$1,700.00
				Grand Total	$4,200.00