

Lockhart Independent School District
Navarro Elementary
2019-2020 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 46 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 its name to Navarro Elementary and it housed 1st through 5th graders. In 2016, Kindergarten was added to the campus. We have approximately 500 students enrolled at the campus. We serve students that live south of Hwy 20 in town, McMahan, Delhi, and Dale students.

Navarro Elementary School serves approximately 500 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 Elementary ended the year with a 95.9 % 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 2018-19 school year, Navarro Elementary Met Standard.

Navarro's Overall Score - 71%

Student Achievement - Navarro Elementary score: 62%

School Progress - Navarro Elementary School score: 74%

Closing Performance Gaps - Navarro Elementary score: 63%

The scores resulted in Navarro Elementary receiving a C in the 2019 Texas Accountability System.

On the 2019 STAAR, the following scores for all grades show the percentage at Approaching Standard or Above:

	Approaches	Meets	Masters
3rd Reading	69%	27%	19%
4th Reading	48%	23%	11%
5th Reading	78%	36%	15%
3rd Math	68%	41%	19%
4th Math	45%	29%	17%
5th Math	91%	46%	32%

	Approaches	Meets	Masters
4th grade Writing	34%	11%	1%
5th grade Science	54%	28%	12%

Student Academic Achievement Strengths

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

1. The 20% growth in 3rd grade reading scores.
2. The 20% growth in 5th grade math scores in the Masters area.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing STAAR scores are below the state average. **Root Cause:** Three out of five teachers were new to the grade level.

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 individualized 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 is 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 strengths:

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: Numerous students of Navarro Elementary have high social/emotional needs. **Root Cause:** Additional support and training to provide understanding of social emotional issues

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 positive 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Navarro Elementary's parent involvement is low. **Root Cause:** Navarro parents work during the day so are not involved in activities during the day. The majority of our families live several miles out of town and it is hard to come back to town.

Priority Problem Statements

Problem Statement 1: Navarro Elementary's parent involvement is low.

Root Cause 1: Navarro parents work during the day so are not involved in activities during the day. The majority of our families live several miles out of town and it is hard to come back to town.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Navarro Elementary ended the year with a 95.9 % attendance rate, which is 1.4% below the district expectations.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Numerous students of Navarro Elementary have high social/emotional needs.

Root Cause 3: Additional support and training to provide understanding of social emotional issues

Problem Statement 3 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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



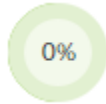

Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in 2019-2020.

Performance Objective 1: During the 2019-2020 school year, 70% 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, running records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Teachers will provide guided reading instruction to students 3 to 5 times a week using literacy library books.</p>	Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 70% of Navarro students will show Istation 1.5 growth and running records.				
<p>TEA Priorities Build a foundation of reading and math 2) In PLC, teachers will meet after each checkpoint for planning and data discuss to improve instruction and student success.</p>	Lead - Principal Juarez, AP Gibson, Classroom teachers	Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.				
<p>TEA Priorities Build a foundation of reading and math 3) 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.</p>	Lead - Principal Juarez, Asst. Principal Gibson	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. We will also have power walk coaching cycles every 9 weeks.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>4) Each classroom will set a monthly goal for the number of AR points to accomplish.</p> <p>Edit in January:</p> <p>Each grade level has a requirement of words to read a semester.</p> <p>AR expectations - Word Count</p> <p>Kindergarten - 5,000 words for semester per classroom (approx. 1000 a month)</p> <p>1st grade - 12,000 words for semester per classroom (approx. 2400 a month)</p> <p>2nd grade - 40,000 words for semester per classroom (approx. 8,000 a month)</p> <p>3rd grade - 90,000 words for semester per classroom (approx. 18,000 a month)</p> <p>4th grade - 140,000 words for semester per classroom (approx. 28,000 a month)</p> <p>5th grade - 200,000 words for semester per classroom (approx. 40,000 a month)</p>	<p>Lead - Librarian - Lewandowski, Principal Juarez, Classroom teachers</p>	<p>Student names will be displayed on the AR bulletin board for reading growth.</p> <p>Students will read recommended words per month.</p> <p>K - 1,000 a month</p> <p>1st - 2,400 a month</p> <p>2nd - 8,000 a month</p> <p>3rd - 18,000 a month</p> <p>4th - 28,000 a month</p> <p>5th - 40,000 a month</p>				
<p>TEA Priorities</p> <p>Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>5) Staff will invite parents to come to a Family Read In Night. This event is scheduled for November 7th.</p>	<p>Lead - Asst. Principal Gibson, Principal Juarez, Dyslexia Teacher - Mrs. Royal, Classroom Teacher</p>	<p>More parents will become involved with school events. Our goal is to have 35 parents attend.</p>				
Funding Sources: 211 - Title I-A - 400.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2019-2020.

Performance Objective 1: During the 2019-2020 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: Renaissance Learning, Dreambox, and Reflex

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Teachers will provide small group math instruction to students on a weekly basis using math manipulatives, and building conceptual to abstract knowledge. Teachers will do math talks daily.</p>	Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	Administration will monitor lesson plans. Administration will also conduct a minimum of 25 powerwalks per week per admin. to assure teachers are following plans.				
<p>TEA Priorities Build a foundation of reading and math 2) During PLC, teachers will meet weekly for planning and discuss data to improve instruction and student success. Teachers will keep their profile sheet for to date for data comparison.</p>	Lead - Principal Juarez, Asst. Principal Gibson, Classroom teachers	Principal Juarez and AP Gibson will facilitate and/or monitor PLC's and profile data sheets.				
<p>TEA Priorities Build a foundation of reading and math 3) Fundamental Five strategies will be used in the classroom on a daily basis. These strategies will keep students engaged in the learning process.</p>	Lead - Principal Juarez, Asst. Principal Gibson	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. Coaching cycles will occur every nine weeks.				
<p>TEA Priorities Build a foundation of reading and math 4) We will provide a Math Night for parents to attend with their child. The event will be March 12, 2020.</p>	Lead - Asst. Principal Gibson, Principal Juarez, RTI teacher Henrichs, and Classroom Teachers	We will increase parent attendance at school events. Our goal is to have 25 parents attend.				
Funding Sources: 211 - Title I-A - 200.00						





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 3: All students will make progress in writing in 2019-2020.

Performance Objective 1: We will see a 10% increase in STAAR testing scores. (from 34% to 44%)

Evaluation Data Source(s) 1: STAAR reports, Writing Rubric data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Teachers will meet in November, January, and March to analyze students writing samples during data meetings.	Lead - Asst. Principal Gibson, Principal Juarez, Classroom teachers	Teachers will assign lessons to support areas of need with small group and individuals based on data from the rubric.				
TEA Priorities Build a foundation of reading and math 2) Teachers will attend Patterns of Power Training.	Lead - Principal Juarez, Classroom Teachers	Teachers will use the Patterns of Power curriculum in their lesson plans. Principals will use walkthroughs to assure lesson plan alignment.				
Funding Sources: 211 - Title I-A - 0.00						
TEA Priorities Build a foundation of reading and math 3) Fourth grade teachers will provide checkpoint assessments during the Spring Semester. These checkpoints provide reteach guidance on a weekly basis.	Lead - Asst. Principal Gibson, Principal Juarez, 4th grade classroom teachers	Students checkpoints will reflect gains from their prior checkpoint score. The checkpoints areas of need.				
TEA Priorities Build a foundation of reading and math 4) Kindergarten teachers will attend Matt Glover writing training.	Lead - Principal Juarez, Assistant Principal Gibson, Kindergarten classroom teachers	Teachers will use the Matt Glover training in their lesson plans.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						


Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

Performance Objective 1: We will implement restorative practice strategies to use in the classroom.

Evaluation Data Source(s) 1: Walk through data , student surveys, teacher surveys, ADA Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Through out the school year we will have PD on a different restorative strategy. The teachers will then use the strategy in the classroom. September - 60 second relate break October - 90 second spark November - 2 minute connection January - pulse meter February - treatment agreement in your classroom March - Getting to know you circles April&May - continually practice all strategies</p>	Lead - Asst. Principal Gibson, Principal Juarez	Walk throughs and reflections will allow leadership to gauge the impact on the culture of the classroom. Students will take survey about classroom climate. Teachers will take a survey about campus climate.				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Provide training with Barbara Mereck and CRASE and SRP training.</p>	Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores	Teacher awareness of student's sensitive issues. Safe and secure campus will be established.				
Funding Sources: 211 - Title I-A - 0.00						
<p>TEA Priorities Recruit, support, retain teachers and principals 3) Provided training with Sarah Mercado, with TCU/ TBRI (Trust Based Relational Intervention)</p>	Lead - Principal Juarez, Asst. Principal Gibson, Counselor Flores	Teachers will understand the background of our students and how to work with those students during behavior episodes. This give teachers additional positive behavior strategies to use in the classroom.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) The 7 Mindsets Program will be taught weekly in the classroom.	Lead - Counselor Flores, Principal Juarez, Assistant Principal Gibson, classroom teachers	Students will receive universal language of social emotional language. This will increase positive behavior. Principals will check lesson plans.				
						

Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

Performance Objective 2: Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2019-2020 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:



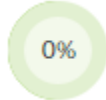

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Parents will receive literature that emphasizes the importance of school, attendance, and parent involvement.	Lead - Principal Juarez, Asst. Principal Gibson	More parents will become involved in our parent events. Students will meet the goal of 97%.				
Funding Sources: 211 - Title I-A - 0.00						

Goal 4: Navarro will provide restorative, positive, safe, and physically active learning environment for students and staff.

Performance Objective 3: We will assure that students are active.

Evaluation Data Source(s) 3: fitness gram, daily schedule

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Students will be active daily in a 20 minute recess and Physical Education three days a week. Brain breaks will be taken through out the school day.</p>	<p>Lead - Principal Juarez, Asst. Principal Gibson, PE teacher Coleman, and classroom teachers</p>	<p>Students will remain active and healthy. Improve the overall wellness of students so they are at school daily.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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	In PLC, teachers will meet after each checkpoint for planning and data discuss to improve instruction and student success.
1	1	3	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	4	Each classroom will set a monthly goal for the number of AR points to accomplish. Edit in January: Each grade level has a requirement of words to read a semester. AR expectations - Word Count Kindergarten - 5,000 words for semester per classroom (approx. 1000 a month) 1st grade - 12,000 words for semester per classroom (approx. 2400 a month) 2nd grade - 40,000 words for semester per classroom (approx. 8,000 a month) 3rd grade - 90,000 words for semester per classroom (approx. 18,000 a month) 4th grade - 140,000 words for semester per classroom (approx. 28,000 a month) 5th grade - 200,000 words for semester per classroom (approx. 40,000 a month)
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. Teachers will do math talks daily.
2	1	2	During PLC, teachers will meet weekly for planning and discuss data to improve instruction and student success. Teachers will keep their profile sheet for to date for data comparison.
2	1	3	Fundamental Five strategies will be used in the classroom on a daily basis. These strategies will keep students engaged in the learning process.
3	1	1	Teachers will meet in November, January, and March to analyze students writing samples during data meetings.
4	1	1	Through out the school year we will have PD on a different restorative strategy. The teachers will then use the strategy in the classroom. September - 60 second relate break October - 90 second spark November - 2 minute connection January - pulse meter February - treatment agreement in your classroom March - Getting to know you circles April&May - continually practice all strategies

Title I Personnel

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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Deanna Juarez	Principal
Classroom Teacher	Isabel Aguilar	Bilingual Teacher
Classroom Teacher	Ashley Taylor	Special Education Teacher
Non-classroom Professional	Arlis Flores	Counselor
Classroom Teacher	Taysha Martin	1st grade teacher
Non-classroom Professional	Beth Henrichs	RTI teacher
Classroom Teacher	Krystin Feole	3rd grade teacher
Non-classroom Professional	Liza McCarthy	Art Teacher
Classroom Teacher	Ashley Fehrle	2nd grade teacher
Administrator	Vanessa Gibson	Assistant Principal
Classroom Teacher	Natalie Wedgeworth	4th grade teacher
District-level Professional	Melissa Corona	Special Education District Member

District Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$400.00
2	1	4			\$200.00
3	1	2			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$600.00
Grand Total					\$600.00